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ABSTRACT

The purpose of this study was to establish a model for the evaluation of the quality of vocational education programs in Tennessee. A definition of educational quality was developed from a literature search and from a survey of teacher-educators and supervisory personnel. Principals of 54 secondary schools identified as having vocational education programs with quality characteristics were sent forms to be completed by their guidance counselors and teachers. Each respondent indicated the elements that he considered important to quality. From these data 20 quality components were established and 60 evaluative items (3 to measure each component) were developed to evaluate vocational programs. These items were then made part of an analysis of the degree of correlation between specific programs and the consensus "quality" program. Research teams collected data during site visits to 18 representative schools selected from the initial 54. Summaries of the responses and copies of the forms used are appended, along with a detailed analysis of all of the data. It was recommended that the proposed model be used in evaluating all vocational education programs in Tennessee and that graduates of these programs be followed up to keep the programs current. (MF)

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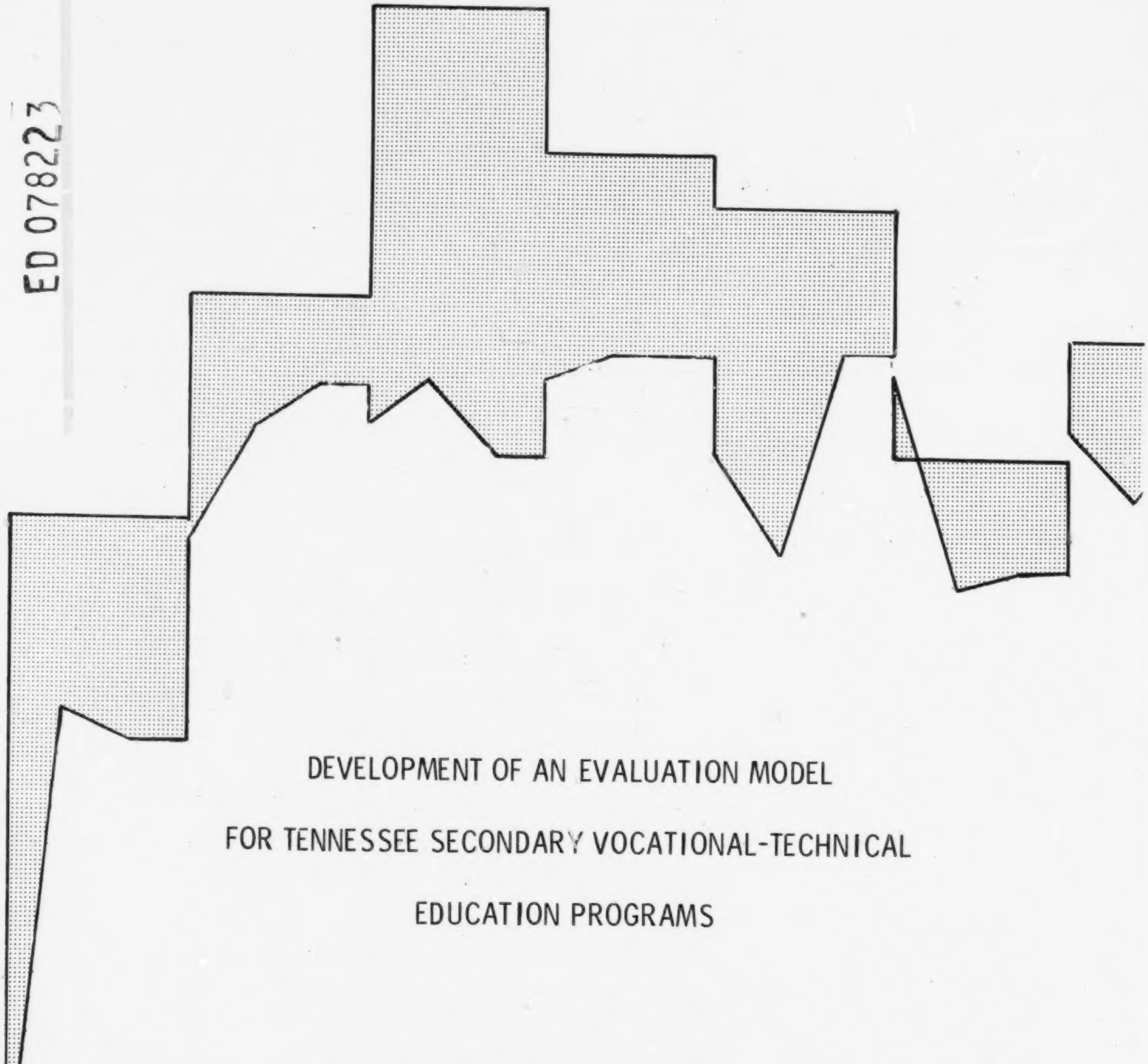

DEVELOPMENT OF AN EVALUATION MODEL FOR TENNESSEE SECONDARY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

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DEVELOPMENT OF AN EVALUATION MODEL FOR TENNESSEE SECONDARY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

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Associate Professor

The University of Tennessee, Knoxville

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SECTION I

INTRODUCTION

With the trend in public education to intensify, enlarge, and improve vocational-technical programs, the impact of Federal legislation and support, and the current national emphasis on Career Education at all grade levels, evaluation of vocational-technical programs has taken on added significance.

In the 1971 Annual Evaluation Report of the Tennessee State Advisory Council, the Council recommended the establishment of a more comprehensive evaluation plan to evaluate programs on the basis of quality and process along with product and that the plan be implemented at the earliest feasible date.

The initial review of literature concerning the measurement of quality in vocational-technical education revealed that relatively little had been done in the area and that few ideas concerning quality programs had been researched. Evaluation has failed to develop as fast as some other phases of education. A lack of well-designed instruments and appropriate procedures for gathering data is evident.

Evaluation methodology which has been commonly used in vocational-technical education now fails, in many instances, to provide evidence needed by decision-making groups and must be replaced by more effective methods. In this day of "accountability," evaluation is necessary to plan and/or redirect vocational-technical programs. To keep "up to date," vocational-technical personnel must assess the effectiveness of their total programs in light of present needs. The evaluation should be thorough, systematic, and continuous. Evaluation should be viewed as a way to improve and modify programs, not just condemn programs.

The challenges and opportunities for all persons involved in vocational-technical education have never been greater.

DEVELOPMENT OF THE STUDY

In the initial stages of this study every effort was made to involve as many of the persons connected with vocational-technical education in the state of Tennessee as possible. The research team realized that the implementation of the results would depend on the cooperation of these potential users--State Department personnel, administrators, teachers, and teacher-educators. These persons also possess a wealth of information and experience which would be valuable in developing a realistic evaluation model for use in Tennessee.

After a consensus definition of "quality" and the most important components of a quality vocational-technical program were established, the research team developed an evaluative instrument based on 20 components. One of the aims of the study was to develop an evaluation model that could be easily understood and used by teachers, administrators, supervisory personnel, and students. It is logical to assume that a major responsibility for collecting data to use in evaluation of vocational-technical programs is placed on the teachers in the local schools. Therefore, the amount of time required for use of the instrument was a factor.

Within the limitations of this study, the material was constructed to apply to all vocational-technical programs. One program area clarification had to be made. When the field of Home Economics is considered, it refers only to Vocational Home Economics. To simplify the procedures for this study, it was decided to include only secondary vocational-technical programs.

The use of the program evaluation model developed in this study, in conjunction with existing evaluative measures, should increase the effectiveness of the evaluation of vocational-technical programs, as well as provide direction for improving the quality of each program.

PURPOSE OF THE STUDY

The basic purpose of this study was to establish a model for the evaluation of the quality of vocational-technical education programs in the state of Tennessee. The two objectives of the study were:

1) to determine an acceptable definition of "quality" in vocational-technical education; and
2) to test the workability of this definition in selected secondary vocational-technical programs across the State.

PROCEDURES

Initial review of related literature indicated a scarcity of meaningful definitions of "quality" vocational-technical educational programs and evaluation instruments for use by local, regional, and state personnel.

This study was conducted in two phases as defined by the objectives. From the last five years' writings by leaders in vocational-technical education, a summary of relevant points dealing with quality in education was made. After several revisions, a draft definition of a "quality" secondary vocational-technical education program was developed from the ideas of these "experts."

Concurrent with the development of this definition, the research team summarized from the available literature 20 of the most important components of a quality vocational-technical secondary program. A copy of the draft definition and components is included as Appendix A.

Knowing this was a library research effort at this stage and lacked validity in terms of field inputs, the researcher circulated the draft definition and components to teacher-educators in vocational-technical areas at the University of Tennessee, Knoxville. This review represented the first level of input from field personnel. It was hypothesized that these persons could provide pertinent input since they work with students, teachers, supervisory personnel, and other agencies throughout the State. During this procedure the material was also presented to several regional vocational-technical supervisory personnel for reactions and review and a check for compatibility with State goals.

The research team then synthesized the comments from these respondents to produce the tentative definition of "quality" vocational-technical programs and components for quality vocational-technical programs. (See Appendix B.)

Visits were made to the three State regional vocational-technical offices to meet with supervisory personnel. The researcher discussed the nature of the study and their expected involvement. The researcher had previously discussed the project with State Department officials and received permission to involve each region in the study.

At this point, the regional supervisory personnel played a key role. The research team made the decision, based on available literature review and research efforts, that the identified components of a quality vocational-technical program would best be verified in secondary schools with above-average programs. Since there was no specific measure in the state of Tennessee for quality vocational-technical programs, each regional supervisor was asked to identify four programs in his program area (Agricultural Education, Distributive Education, Health Occupations, Home Economics, Office Occupations, or Trade and Industrial) which he considered to have "quality" characteristics. Where there was more than one regional supervisor in an area, the group was asked to identify those programs which were most representative and contained the elements which they viewed as being vital to a quality program. From the four programs submitted, the researcher drew at random three programs from each area. This sample provided 18 programs in each region or 9 programs in each area. The map in Appendix C shows the location of the identified programs.

The next step in Phase I of the study was to write the principals of the 54 schools explaining the purpose of the study and how schools were identified for participation in the study. They were asked to cooperate through participation. Each principal was sent a packet of materials and requested to distribute enclosed copies of the instrument (tentative consensus definition and 20 components) to the guidance counselor(s) associated with the vocational-technical program and to the teacher(s) of the vocational-technical area identified in his school. Each respondent was asked to react to the tentative consensus definition and to indicate the importance he places on each component by checking one of the following: "Essential," "Highly Desirable," "Desirable," "Of Some Importance," "Of No Importance," and "No Opinion." The completed forms were to be mailed individually to the research team at Knoxville. Follow-up was undertaken when the original deadline was not met.

A copy of the letter which was sent to the principals is included as Appendix D.

Copies of the tentative definition of "quality" vocational-technical programs and lists of components were sent to all regional supervisors of vocational-technical education in the State.

The researcher attended the spring meeting of the State Advisory Council on Vocational-Technical Education and explained the research project, distributed copies of the tentative definition and components, and requested the assistance of the Council members.

Each of these persons was also asked to react to the content of the tentative definition and comment on its acceptability and workability, rate the components, and add any components he felt should be included.

Several persons responded to the request and their ideas were considered in the revision of the definition. None of this large group of respondents suggested the addition of a component or a major change in any component which the research team felt altered the tentative components list. However, the research team decided that Component 15 would be better stated in a more generalized form.

The varied experiences of these teachers, principals, guidance counselors, teacher-educators, state and regional supervisors, and State Advisory Council members provided valuable input for the formulation of the consensus definition and components proposed for use in Tennessee.

The revised consensus definition of a "quality" vocational-technical program follows:

A "quality" vocational-technical secondary program will provide current occupational information, enroll an interested, qualified student (regardless of his mental or physical potential), assess his needs and abilities, and prepare him for successful entry-level employment (without additional training in the same skills)* and place him in the occupational "cluster" for which he, his parents, the vocational teacher, guidance counselors, and other teachers have jointly agreed he should train. "Quality" programs will always strive to satisfy basic needs and to develop job-getting, job-keeping, and job-advancing skills.

*The goal might be defined to provide training which would prepare him for entry into post-secondary and/or college training in his field.

The components for "quality" vocational-technical programs are:

1) Complement, not conflict with the objectives of the total educational program.

2) Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).

3) Provide broad-based testing program and vocational guidance services so that each student can select a proper vocational program.

4) Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.

5) Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.

6) Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.

7) Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.

8) Provide cooperative or directed occupational experience and/or simulated occupational experience.

9) Actively use "representative"advisory committees in occupational needs assessment, program planning, and evaluation.

10) Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.

11) Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.

12) Have plan of continuing and systematic internal evaluation for improvement and development of program.

13) Endorse and implement active leadership development program through related vocational youth organizations.

14) Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.

15) Stress each student's total development within his mental and physical abilities.

16) Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.

17) Place students at the completion of their programs in the occupational "cluster" for which they are trained.

18) Make an organized school placement service available to graduates.

19) Keep public informed--have "participatory" support of community.

20) Use any available means to acquaint students at all levels with vocational-technical career opportunities.

The instrument appears in Appendix E.

The research team compiled the responses from the mailing to the 54 selected programs to establish criteria based on local programs.

Table 1 presents a summary of the responses for each program area and for each region. These data show a return from East Tennessee schools of 98 percent; from Middle Tennessee schools, 93 percent; and from West Tennessee schools, 93 percent. The overall return was 94 percent.

These data were used to establish the identification of each component as "Essential," "Highly Desirable," "Desirable," "Of Some Importance," or "Of No Importance." An identification was established for total responses

TABLE I

RESPONSES TO "COMPONENTS" INSTRUMENT BY PROFESSIONAL GROUP BY STATE REGION

Program/Region	Principal	Teacher	Guidance Counselor
Agriculture			
East	3	3	3
Middle	3	3	3
West	2	2	2
Distributive Education			
East	3	3	3
Middle	2	2	2
West	3	3	3
Health Occupations			
East	3	3	3
Middle	3	3	3
West	3	3	3
Home Economics			
East	3	3	3
Middle	3	3	3
West	3	3	3
Office Occupations			
East	2	3	3
Middle	2	3	3
West	3	2	3
Trade and Industrial			
East	3	3	3
Middle	3	3	3
West	3	3	3

and for responses from each program area. A detailed analysis of these data will appear later.

Identifying and ranking components of a quality vocational-technical program has limited utility without devising specific measurements. Realizing what a monumental undertaking this could be, the research team decided to seek a set of evaluative items which would be representative of all vocational-technical areas.

Concurrent with the securing of responses concerning the definition and 20 components from principals, teachers, and guidance counselors across the state, 60 items (three to measure each component) were developed to evaluate vocational-technical programs on the basis of the 20 components. The items were written, reviewed and revised by vocational-technical teacher-educators, curriculum specialists, vocational-technical doctoral students, and research team members.

It was hoped that these items could be used by principals, teachers, regional supervisors, and/or State Department personnel as part of an analysis of the degree of correlation between a specific program and a consensus "quality" program. The items were to be checked "Excellent; very well done," "Satisfactory; adequate," "Some Improvements needed; no crucial weakness(es)," "Major improvements needed," "No effort made," or "No opportunity to observe; not applicable" on a High (5) to Low (1) scale with (0) for the last category.

This instrument was administered to teachers and students in field tests in the East Tennessee area to determine the instrument's content validity. Revisions were made where appropriate. A copy of the final "Self Evaluation for Vocational-Technical Programs," consisting of 60 items, is included as Appendix F.

From the initial 54 programs, one program in each area from each region was selected to participate in Phase II. Programs selected included only those from whom responses to the initial mailings were received from all three professional groups. Where possible, a geographic and rural-urban breakdown was maintained. It was also decided that not more than one program per school would be included in the final sample. In this manner, 18 schools were selected to participate in the second phase of this study. These schools are listed in Appendix G.

The research team for Phase II included vocational-technical students in doctoral programs at the University of Tennessee, Knoxville. The team members made a scheduled visit to each school; took copies of the 60-item checklist to the principal, guidance counselor(s) and teacher(s); and administered the instrument to senior-level students in the field under study. The completed forms were returned individually to the researcher if not brought back by the team member. An integral part of this site visit was a report from the research team members on their perceptions of the program and other observed related factors.

A detailed analysis of data from the "Self Evaluation for Vocational-Technical Programs" by professionals and students will be presented in a later section of this report. These data will be combined with data from Phase I in an overall analysis.

Additional general information was gathered by the team member from the principal, teachers, and counselors in visitation throughout the school. A copy of the questionnaire used is found as Appendix H. A detailed summary of these data is presented later. The researcher felt that the insights provided by these vocational-technical graduate students who combined recent field experience with current campus study would provide great depth in determining a workable evaluation model.

A final item of information secured from the visits was a list of advisory committee members, employers, or "lay" persons who were familiar with the program under consideration. The research team felt that these persons could contribute valuable input to expanded evaluation activities.

SECTION II

REVIEW OF RELATED LITERATURE

An early 1972 survey of the last five years' literature concerning vocational-technical education produced many references to quality in vocational-technical programs, the need to strive for quality, the need to evaluate to determine quality, etc., but no one defined a "quality" vocational-technical program.

In reviewing the many articles, speeches, project reports, workshop summaries, and program area curricular and evaluative materials concerning vocational education evaluation, these general points appear many times:

> There is a need to improve vocational education evaluation.
>
> Vocational-technical programs must be evaluated to improve programs and to insure the highest possible quality for programs.
>
> To meet the needs of youth and industry vocational education curriculum, personnel, instruction, and methods must be continuously evaluated.
>
> Evaluation must be planned, thorough, and continuous.
>
> Evaluation results provide much-needed input for program planning, decision making, answering "accountability" questions, and keeping goals and objectives current.
>
> The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 have had tremendous impact on the development of evaluation systems at federal, state and local levels.
>
> There is a shortage of manpower, time, and competency to design evaluative instruments, and collect and analyze data.
>
> Post evaluations have focused on the educational process--curriculum organization, staff activities and qualifications, physical facilities--and tended to ignore program inputs and program outcomes.

To the researcher, however, those models or systems for evaluation that have been developed seem complex and cumbersome with broad objectives and would require considerable work and knowledge for implementation. Many evaluative schemes place emphasis on "head counts," square footage, number of machines, etc., at the expense of program outcomes.

The Vocational Education Amendments of 1968,

> "authorizes Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training." (19,2)

Any state desiring to receive funds from this title is required to establish a State Advisory Council. One of the functions of this council is to evaluate vocational education programs, services, and activities assisted under this title and publish and distribute the results.

One of the recommendations in the 1971 Annual Evaluation Report of the Tennessee State Advisory Council on Vocational Education to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education was:

> "The Council recommends the establishment of a more comprehensive evaluation plan to evaluate programs on the basis of quality and process along with the product and that the plan be implemented at the earliest feasible date." (1, 3)

Tankard in the article, 'Identifying and Providing Quality Education" says,

> "Education is quality education to the extent that it meets the needs of the young people being served, to the extent

> that it helps solve their problems and fosters their optimum growth and development. It is seldom a readily identifiable combination of learning activities measurable by qualitative and quantitative criteria. It is more a direction than a destination ... and there is no magic point at which a program suddenly becomes a quality program. An analysis of the needs of each individual pupil and a program for meeting his unique needs are critical parts of any quality education program .... Evaluation should, of course, measure the changes in student achievement and behavior because this is the whole purpose of the program." (17, 331-334).

Rajpal, in a 1969 article from the Journal of Educational Research says,

> "Many people have become concerned with the quality of education as a result of the high level of expenditure for public school instruction. This concern for quality of education in public schools, as well as for the expenditure of education, has created a need for more empirical evidence as to what, if any, relationship exists between the expenditure and the quality of education." (13, 57)

In an address by Sidney P. Marland, Jr., U.S. Commissioner of Education, to the 1971 Convention of the National Association of Secondary School Principals, he states:

> "All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education. Anything else is dangerous nonsense. I propose that a universal goal of American education, starting now, be this: that every young person completing our school program at grade 12 be ready to enter higher education or to enter useful and rewarding employment." (9, 5)

> "Of those students currently in high school, only three out of ten will go on to academic college-level work. One-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten present high school students should be getting occupational training of some sort. But only about two of those eight students are, in fact, getting such training. Consequently, half our high school students, a total of approximately 1,500,000 a year are being offered what amounts to irrelevant, general educational pap!" (9, 7)

This formal definition of program evaluation is set forth in Guide to Improving Vocational Education Evaluation:

> "Program evaluation is the continuous process of collecting valid and reliable data for the purpose of comparing program outcomes with program objectives. The process is conducted to provide useful information for making sound educational decisions. Educational decisions refer to making a choice among alternatives for action in response to educational needs and limited resources." (11, 1)

Moss defines program evaluation as

> "the process of attributing differences between actual and comparative outcomes to program characteristics, under different conditions of student characteristics and other intervening influences, and making a judgment about the value of the program characteristics. The process is conducted for the purpose of making more rational decisions about programs." (10,5)

Moss also states that the justification for his paper on the evaluation of occupational programs rests upon the validity of three assumptions:

> "Program evaluation is essential to systematic improvement in educational efficiency and effectiveness; an intensification of evaluative activity is highly desirable; much of what little has been done to date in the name of program evaluation is of questionable usefulness." (10, 1)

One of the more comprehensive recent studies in evaluation of vocational education was conducted by Harold Starr at Ohio State. He summarizes the following:

> "The evaluation methodology which has been used most by state divisions of vocational education is process evaluation in which organizational structures, education processes, equipment, and facilities are judged against preset standards. This type of evaluation has been used extensively for many purposes, including the allocation of state resources to local programs and the development of budget requests to the legislatures. Assessments of program adequacy are determined through judgmental procedures and the opinions of experts; and programs meeting standards are assumed to produce effective outcomes.
>
> The review of process evaluation systems reveals that they do not provide quantitative information required for state level management functions. This evaluation methodology also has certain practical and methodological difficulties which reduce overall evaluation system efficiency. These methods require extensive

> local school visitation by state level personnel to secure evaluation data about programs, equipment and facilities. Such visitations require sizable investments in manhours and personnel so that it is both difficult and expensive for any state to conduct frequent evaluations.
>
> Another approach to evaluation of vocational programs has enjoyed popularity. In this approach, data are collected and stored which appear to have logical relevance to decision-making requirements. No systematic attempt is made to define data needs in advance by reference to specific program planning or accountability requirements. Instead, data are accumulated in great variety with the expectation that any data needed later will probably be available in the bank." (15, 4-5)

The project staff concluded that an evaluation methodology which has greater payoff for state vocational education agency program planners in terms of program planning and accountability purposes would be a methodology which is consistent with a systems approach to planning, contains process elements, but is oriented primarily toward product or outcome measures. (15, 11)

Byram's report lists three general strategies for bringing about evaluations of local programs of vocational education--a state initiated and/or state operated evaluation, a state-led evaluation, or an independent local program evaluation. His manual focuses on locally directed evaluation and a systematic approach to be used. He feels strongly that an evaluation ought to be done by those most closely identified with the program and responsible for improvement of the programs. The advantage of a locally directed evaluation is that the persons involved are those who must subsequently implement recommendations. However, he points out that the people who operate the program may be so close to it that they sometimes fail to sense some of the important elements to be examined or the significant needs to be explored. Some educators feel that they lack necessary competence in developing evaluation instruments and/or in analyzing and interpreting the data to be collected. (6)

Coster concludes:

> "It is highly desirable that the involvement of the potential employers of the products of occupational education programs be continued as further action is taken to improve the quality and quantity of occupational education programs." (7,10)

Swanson's "Nationwide Study of the Administration of Vocational-Technical Education at the State Level" generalizes:

> "During recent years the urgent need for a high-quality program of education for all children and youth has become recognized. Much progress has been made in improving the status and quality of education at all levels. However, this progress has been uneven, with perhaps the greatest improvement in areas such as science, mathematics and foreign languages. There is a serious question whether the progress in vocational-technical education has kept pace in many parts of the nation and whether current policies, programs and procedures are adequate to meet present and emerging needs in our rapidly changing economy."
>
> "On the basis of the limited evidence available from other studies and reports, a reasonable assumption seemed to be that in many states, the state educational agencies were better oriented to the continuation of traditional programs than to the identification, stimulation and implementation of changes designed to meet emerging needs of a rapidly changing economy and socio-cultural setting." (16, 197)

An Arkansas study points out:

> "Before existing programs can be 'improved' and before access to programs of 'high quality' can be insured, adequate systems and techniques of evaluation must be developed and implemented. The use of quick and often highly subjective devices for appraising the quantity, quality, and cost-effectiveness of vocational programs will not suffice. Educators are gradually recognizing the importance and complexity of the evaluation process but have not yet taken the necessary steps to fully develop and operationalize effective evaluation programs." (11, 1)

The Pennsylvania Department of Education has developed and is implementing a plan to assess the quality of education in the Commonwealth. Ten goals form the basis for the assessment. In initial development of the study, data were collected from pupils in two grades across the state. The instrument used consisted of multiple items which were analyzed using a Likert-type scale. This provides an even interval measurement scheme similar to the instruments used in this study. A statewide sampling procedure was implemented whereby representative sections of the state were included in the sample. (2)

Many evaluative techniques have historically been used in securing data for decision making in relation to all facets of education including vocational-technical education. A specific list with brief discussion of each type is provided in a 1968 seminar paper by Arthur Bruhns. (3) Among those techniques he lists are: graduate interviews, career follow-up, achievement testing, state and national licensing examinations, industry advisory committees, systems approach cycle, accreditation, self-initiated evaluation, personality change evaluation, and evaluative criteria.

An explanation of each of these is included in the report but is too voluminous to be reviewed in this section. However, the group of items cover a broad range of evaluative techniques and present a consensus of those evaluative devices used in education. Many of them involve an interaction between the evaluator and the field personnel and involve both direct and indirect contact (e.g., the use of a mailed questionnaire as well as the interview technique).

Samples of instruments including material on program objectives and goal statements from such studies as the Starr report (15) were used in developing instrument format. The Evaluative Criteria (8), National Study of Secondary School Evaluation, also provided a source of sample items. Broad-based goals such as the ones from the Pennsylvania study were utilized by the research team in writing its components and measurement items. (2)

Additional items for study were provided from a study on "Locally Directed Evaluation of Local Vocational Education Programs." (6) Another source of data for instrument construction was found in the forms used in evaluating the Institute for Improving Vocational Education Evaluation at the University of Arkansas.

The Program Analysis Questionnaire for Vocational-Technical Education developed as a part of Rhode Island's plan for expansion and improvement of vocational-technical programs throughout the state consisted of four areas--administration and guidance, curriculum, physical facilities, and instruction. The plan of evaluation involved the use of self-analysis, analysis by an evaluation team, and analysis by representatives from industry. (12)

In developing the definition, list of components, and items for the measurement instrument, extensive use was made of materials from each of the six program areas such as course outlines, evaluative criteria, courses of study, handbooks, program guidelines, goal statements and program area objectives. Several recorded state evaluation efforts were reviewed. Research personnel from the Tennessee RCU provided thorough, current listings and/or copies of relevant publications.

A summary of the review of related literature indicates a consensus need for evaluation, for making that evaluation locally oriented as well as state and nationally oriented, and for involvement of multiple groups in evaluation. Various methods of evaluation are being used, including general checklists and questionnaires, interviews, follow-up analyses, and standardized test results. The purpose of these analyses is directed at program improvement and revision and each has as its undergirding theme the creation of a quality program.

SECTION III

ANALYSIS OF DATA AND DISCUSSION OF PROPOSED MODEL FOR EVALUATION

The plan for the analysis of the data collected as part of the study of quality vocational-technical programs has several facets. The initial analyses are concerned with the data gathered from the "Components for Quality Vocational-Technical Programs" checklist (Appendix B). As was previously stated, these data were gathered from principals, guidance counselors, and vocational-technical teachers across the state, representing Agricultural Education, Distributive Education, Health Occupations, Home Economics, Office Occupations, and Trade and Industrial programs. The 20 components in the "Quality Vocational-Technical Programs" checklist constituted those elements which were considered to be components of a quality program, and participants were asked to respond with an indication of the importance they placed on each component. Response possibilities were: "Essential," "Highly Desirable," "Desirable," "Of Some Importance," "Of No Importance," and "No Opinion." The resulting analyses of these responses are included in two sections.

The first analysis is concerned with statistical manipulation of the data from Phase I and Phase II, while the second analysis is a presentation of frequencies and percentages of responses from Phase I and Phase II for the total group and for each program area.

Initial analysis of the data consisted of a determination of which components were identified as "Essential," "Highly Desirable," etc. by the participants of Phase I of the study, in total and in each program area.

The values assigned to each component for statistical purposes were:

"Essential" = 5, "Highly Desirable" = 4, "Desirable" = 3, "Of Some Importance" = 2, "Of No Importance" = 1, and "No Opinion" = 0. The responses of the three professional groups were tabulated and averaged for each of the 20 components for use as a method of ranking. All averages were computed without responses of "No Opinion." No specific cutoff value was assigned for any ranking, but natural breaks in the set of averages were selected. It was hypothesized that all components were important and that no artificial cutoff score would produce a more viable group of components than natural data breaks.

"Quality" Component Analysis

When an analysis of the responses from all principals, teachers, and guidance counselors used in the study was made, Components 1, 2, 6, 14, and 15 were defined, by the average value of their responses, to be "Essential" in importance as components of quality vocational-technical programs. Those components judged as "Highly Desirable" were 3, 5, 7, 8, 10, 11, 12, 16, 17, 19, and 20. As previously defined, these were components which by the average response from all of the teachers, principals, and guidance counselors in the study produced a mean sufficiently large for that component to be considered "Highly Desirable." Those components which the entire group ranked as "Desirable " again based on their average response score, were 4, 9, 13, and 18. No components were given values low enough to be ranked "Of Some Importance," "Of No Importance," or "No Opinion."

Table 2 presents a composite view of the average score of each of the 20 components of quality vocational-technical programs as viewed by the overall group and by each of the program areas. The table also shows, for example, that Component 2 received the highest average score; that 15 was

TABLE 2

MEAN RESPONSES TO SELF EVALUATION CHECKLIST
FOR TOTAL GROUPS AND FOR EACH RESPONDENT GROUP

	OVERALL		AG. ED.		DIST. ED.		HEALTH OCC.		HOME EC.		OFFICE OCC.		T & I	
	Item	Avg.	Item	Avg.	Item	Avg.	Item	Avg.	Item	Avg.	Item	Avg.	Item	Avg.
Essential	2	4.72	1	4.61	2	4.83	2	4.82	15	4.86	1	4.73	2	4.74
	15	4.67	2	4.52	14	4.71	6	4.74	1	4.79	15	4.71	1	4.69
	1	4.66	6	4.52	15	4.67	14	4.70	2	4.79	14	4.63	6	4.59
	14	4.63	15	4.49	1	4.52	15	4.79	14	4.76	6	4.63	14	4.56
	6	4.61	14	4.44	6	4.56	1	4.59	6	4.68	2	4.56	15	4.52
					20	4.46			12	4.52				
Highly Desirable	20	4.29	19	4.13	11	4.25	12	4.41	7	4.37	3	4.33	12	4.41
	7	4.26	7	4.13	7	4.22	7	4.37	20	4.32	7	4.33	11	4.48
	12	4.21	20	4.09	8	4.21	20	4.30	16	4.27	20	4.33	20	4.26
	11	4.16	8	4.00	19	4.13	8	4.21	5	4.21	8	4.25	7	4.08
	8	4.15	11	3.96	10	4.00	19	4.25	8	4.19	12	4.04	19	4.07
	19	4.07	16	3.87	12	4.00	5	4.23	3	4.14	5	4.00	3	4.04
	3	4.03	13	3.83	5	3.74	3	4.22	11	4.14	10	4.00	8	3.92
	5	3.94	12	3.78	3	3.70	11	4.22	19	4.00	11	4.00	16	3.88
	16	3.93	3	3.65	16	3.67	10	4.15	17	3.82	16	3.96	5	3.78
	10	3.84	4	3.61	17	3.58	17	4.08	10	3.79	19	3.83	18	3.78
	17	3.74	5	3.61			16	3.90	13	3.79	18	3.71	17	3.70
			17	3.61			9	3.82	4	3.75	13	3.67	10	3.63
							18	3.81	9	3.71	9	3.62	13	3.63
									18	3.64	17	3.61	9	3.49
													4	3.52
Desirable	9	3.60	9	3.44	13	3.46	4	3.24			4	3.42		
	13	3.59	10	3.44	9	3.33	13	3.18						
	18	3.51	18	3.17	4	3.29								
	4	3.48			18	2.83								

second, etc. While the same items were defined as "Essential" by the Agricultural Education participants' responses, the order was different. When Distributive Education participant responses were examined, the same components were labeled as "Essential" with the addition of Component 20. More specifically, the Distributive Education results designated the five components used by the composite group and added Component 20 as "Essential" for "quality" Distributive Education programs. Health Occupations participants also selected the initial list of 2, 6, 14, 15, and 1 for their responses to "Essential" components. Home Economics participants indicated that Components 1, 2, 6, 14, and 15 were "Essential" items but indicated that Component 12 with a mean score of 4.52 also was an "Essential" component in their program. Office Occupations responses again showed the five components 1, 2, 6, 14, and 15 as "Essential," as did the Trade and Industry responses.

Those components which were deemed "Highly Desirable" from the overall responses and by the responses from the six program areas may also be found in Table A. These data indicate a parallel consideration among the groups, with three groups showing a difference in components which were "Highly Desirable" and those which were "Desirable," while the other three groups indicated that all components had a "Highly Desirable" status. The mean responses produced borderline differences in several instances with the cutoff point being approximately 4.5 between "Essential" and "Highly Desirable" and approximately 3.5 between "Desirable" and "Highly Desirable."

These differences, of course, represent relatively slight variances and show that major agreement was found for responses across all service areas of vocational-technical education personnel. (This was expected since only items rated highest and mentioned most often by outstanding persons in vocational-technical education were included on the checklist.) The data are interesting in several instances as they show the highest single rank given a component was 4.86 given to question 15 by Home Economics respondents, while the lowest mean was the 2.83 assigned by Distributive Education personnel responses to Component 18. The clustering of the components is relatively similar with only minor differences throughout the areas for comparison. These data will be used throughout the remainder of the analysis.

The purpose of Phase II of the study was to allow a sample of the participants in Phase I to rate their local vocational-technical programs using the 60-item "Self Evaluation for Vocational-Technical Programs" checklist. As was discussed in a preceding section, the 60-item "Self Evaluation" allowed for rating of program elements based on the previously identified 20 components of a quality program. Each participant was asked to rate frankly his or her vocational-technical program using the following scale:

5 - Excellent; very well done
4 - Satisfactory; adequate
3 - Some improvement needed; no crucial weakness(es)
2 - Major improvements needed
1 - No effort made
0 - No opportunity to observe; not applicable.

The three professional groups--teachers, principals, and guidance counselors--were asked to respond to the instrument in relation to a particular program in their school. This instrument differed slightly from the 20-component checklist which asked the teacher to rank the components for a quality program. As has been previously stated, three items for each of the 20 components were developed to measure the particular program being evaluated by professionals and students. These items were field tested in East Tennessee school systems for content validity. Each respondent was asked to respond to each item on a one to five scale. As in the previous analysis, the mean of the items were computed using the values 5, 4, 3, 2, 1 to determine an average for each particular item. Further analysis using groups of three for categorization purposes will be presented later.

Table 3 shows the means for each respondent group for the 60 items. Tables 4 and 5 show the same data categorized by each of the six program areas. Table 4 shows the overall responses for each area for all respondent groups combined, while Table 5 gives the same information with the student totals excluded.

Self Evaluation Analysis

When the responses to the 60 items were analyzed in terms of the 20-component categorization of "Essential," "Highly Desirable," and "Desirable," Table 6 shows the mean of the "Essential" items to be 4.05, the mean of the "Highly Desirable" items to be 3.78, and the mean of the "Desirable" items to be 3.42 for the total group of 18 programs. This table also shows the mean for each categorization for each program area. These data show the highest "Essential" mean was 4.25, given by the Health Occupations respondents; and the lowest "Desirable" score, of those groups who had "Desirable" elements, was 2.76 from the Agricultural Education respondents. The data show the pattern for "Essential" items to be responses over 4.0 in each case except two, and 3.9 and 3.5 in those two cases. Comparable data from student responses (Table 7) included in this particular facet of the study showed an

TABLE 3

MEAN VALUE OF RESPONSES OF PROFESSIONALS AND STUDENTS TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
1. The program objectives and requirements are known and supported by the faculty and other students.	3.78	4.06	4.41	4.02	4.02
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	4.22	4.28	4.63	3.95	4.00
3. Projects in your program are related to other subject area classes.	3.77	3.93	3.94	3.81	3.82
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	4.17	3.56	4.18	3.66	3.71
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	4.22	4.06	4.47	3.79	3.85
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	3.67	3.50	3.82	3.69	3.68

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	3.94	3.20	3.88	3.80	3.70
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	3.50	3.19	3.50	3.40	3.40
9. Teachers and students review and understand test results as occupational plans are discussed.	3.67	3.19	3.56	3.55	3.54
10. Home visits are made to every interested vocational-technical student prior to enrollment.	2.15	2.00	2.47	2.02	2.05
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	3.19	3.00	2.80	3.13	3.11
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	3.07	2.27	3.56	3.04	3.01

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	3.59	3.56	3.65	3.40	3.43
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	4.17	3.81	4.00	3.70	3.75
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	4.28	3.94	4.29	3.70	3.84
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	3.72	3.61	4.06	3.77	3.77
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	3.77	3.94	4.00	3.79	3.81
18. Each student is provided adequate working space and storage facilities.	3.39	3.39	4.00	3.66	3.65
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	3.77	4.17	4.24	3.74	3.79

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	4.40	4.27	4.00	3.76	3.83
21. The teacher belongs to and participates in local civic or other similar organizations.	4.00	4.28	3.88	3.83	3.87
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	3.71	3.83	3.77	3.63	3.65
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	3.43	3.69	3.35	3.33	3.35
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	4.00	3.93	3.71	3.80	3.81
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	3.14	3.59	3.21	3.42	3.41

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	3.27	3.06	3.00	3.32	3.29
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3.36	3.18	2.77	3.38	3.34
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	3.88	3.73	3.93	3.57	3.62
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	3.56	3.56	3.80	3.50	3.52
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	3.94	4.00	4.07	3.69	3.74

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
31. A local occupational survey is completed annually to determine employment opportunities available.	3.00	3.00	3.00	3.37	3.31
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	3.81	4.22	3.88	3.56	3.62
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	4.00	4.33	4.24	3.93	3.97
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	3.81	4.17	3.81	3.52	3.58
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	2.93	3.24	3.25	3.24	3.22
36. Findings from program evaluation ("feed-back") bring about changes in the curriculum	3.31	3.71	3.63	3.23	3.29
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	4.31	4.29	4.25	3.50	3.61

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	4.53	4.77	4.44	3.82	3.92
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	3.83	4.-0-	3.-1	3.38	3.44
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	4.14	4.35	4.35	4.01	4.04
41. Students exhibit genuine pride in quality workmanship.	4.18	4.11	4.29	4.00	4.02
42. Instruction is provided on human relations.	3.94	4.39	4.29	3.76	3.83
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	4.00	4.17	4.06	3.03	3.95

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCPALS	STUDENTS	TOTAL
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences	4.12	3.94	3.94	3.81	3.83
45. Ethical practices and standards are goals of the program.	4.33	4.50	4.53	3.86	3.94
46. A program of instruction is tailored to the needs and abilities of the individual students.	3.94	4.22	4.41	3.62	3.70
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	4.31	4.18	4.24	3.90	3.95
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent students from completing their defined programs.	3.44	3.00	3.38	3.45	3.43
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	3.60	3.47	3.18	3.39	3.39

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	3.88	4.06	3.94	3.75	3.73
51. A high percentage of graduates are placed in the occupation for which they are trained.	3.81	3.93	3.81	3.68	3.71
52. An organized school placement service is available to all vocational graduates.	2.65	3.33	2.53	3.09	3.05
53. Vocational teachers actively seek the employment needs of the community.	3.94	4.00	3.88	3.59	3.64
54. Students use sources other than the teacher and/or school to find entry-level jobs.	3.77	4-06	3.80	3.86	3.86
55. Your program has a favorable reputation in the community and among employers.	4.18	4.35	4.13	4.21	4.21
56. The "average" citizen knows about your program and what it has to offer.	3.29	3.94	3.29	3.57	3.57
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	3.43	3.88	3.64	3.70	3.70

TABLE 3 (continued)

Quality Vocational-Technical Program Elements	GUIDANCE COUNSELORS	TEACHERS	PRINCIPALS	STUDENTS	TOTAL
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	4.11	4.28	3.65	3.54	3.61
59. Career occupation information has been developed at the pre-vocational grade level.	3.53	2.81	3.44	3.59	3.54
60. Resource persons from all occupational area areas are invited to assist in acquainting students with career opportunities.	4.00	3.47	3.94	3.82	3.82

TABLE 4

MEAN VALUE OF RESPONSES TO SELF EVALUATION CHECKLIST FOR TOTAL SAMPLE CATEGORIZED BY PROGRAM AREA INCLUDING STUDENT RESPONSES

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
1. The program objectives and requirements are known and supported by the faculty and other students.	3.61	3.87	4.18	3.80	4.40	4.05	4.02
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	4.30	3.25	4.33	3.96	4.25	4.13	4.00
3. Projects in your program are related to other subject area classes.	3.77	3.53	3.81	3.80	4.16	3.73	3.82
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	3.73	3.28	4.25	4.03	4.46	3.85	3.71
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	3.83	3.60	4.35	3.57	4.10	3.74	3.85
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	3.98	3.39	3.54	3.79	3.55	3.93	3.68

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	3.75	3.43	4.28	4.09	3.46	3.97	3.79
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	3.46	2.98	3.71	3.51	3.42	3.48	3.40
9. Teachers and students review and understand test results as occupational plans are discussed.	3.40	3.00	4.24	3.49	3.53	3.72	3.54
10. Home visits are made to every interested vocational-technical student prior to enrollment.	3.26	1.97	1.56	2.32	1.53	1.96	2.05
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	3.39	2.71	3.66	2.89	3.03	3.40	3.11
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	3.10	2.75	3.71	2.93	2.85	3.09	3.01

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	3.27	3.38	4.-0	3.13	3.53	3.35	3.43
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	3.79	3.49	4.07	3.57	3.70	3.90	3.75
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	3.27	3.73	4.11	3.88	3.99	3.87	3.84
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	3.95	3.42	3.39	3.68	3.95	4.04	3.77
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	3.85	3.38	3.89	3.73	4.06	3.91	3.81
18. Each student is provided adequate working space and storage facilities.	3.74	3.15	3.74	3.65	3.65	4.04	3.65
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	3.95	3.21	4.30	3.87	3.77	3.94	3.79

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	3.90	3.35	4.50	3.52	4.00	4.00	3.83
21. The teacher belongs to and participates in local civic or other similar organizations.	4.03	3.47	4.35	3.69	3.93	3.93	3.87
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	3.34	3.21	4.43	3.66	3.74	3.55	3.65
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	3.31	3.04	3.33	3.16	3.46	3.45	3.38
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	3.89	3.89	4.35	3.40	3.62	3.86	3.81
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	3.55	2.89	3.90	3.87	3.33	3.27	3.41

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	3.28	2.75	3.39	3.71	3.36	3.27	3.29
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3.32	2.31	3.61	3.47	3.46	3.40	3.34
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	3.38	3.61	4.30	3.47	3.84	3.20	3.62
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	3.49	3.20	4.03	3.42	3.85	3.22	3.52
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	3.34	3.68	4.18	3.58	3.92	3.69	3.74

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
31. A local occupational survey is completed annually to determine employment opportunities available.	2.97	2.96	3.72	3.12	3.63	3.36	3.31
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	3.31	3.13	4.06	3.47	3.82	3.82	3.62
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	4.10	3.25	4.63	3.92	4.14	3.95	3.97
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	3.28	3.28	4.18	3.44	3.75	3.56	3.58
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	3.56	3.00	3.61	3.12	3.13	3.31	3.22
36. Findings from program evaluation ("feedback") bring about changes in the curriculum	3.07	3.14	3.45	3.29	3.44	3.23	3.27
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	3.51	3.30	3.88	3.33	3.71	3.94	3.61

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	4.00	3.47	3.95	3.79	4.04	4.30	3.92
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	3.55	3.01	3.09	3.29	3.74	3.82	3.44
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	3.92	4.38	4.52	3.77	3.87	3.80	4.04
41. Students exhibit genuine pride in quality workmanship.	4.17	3.91	4.53	3.77	3.81	4.21	4.02
42. Instruction is provided on human relations.	3.66	3.71	4.42	3.72	3.71	3.38	3.38
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	3.90	3.93	4.36	3.71	3.89	3.99	3.95

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences	3.84	3.71	4.32	3.63	3.89	3.85	3.83
45. Ethical practices and standards are goals of the program.	3.90	3.64	4.51	3.65	4.01	4.03	3.94
46. A program of instruction is tailored to the needs and abilities of the individual students.	3.65	3.29	4.05	3.63	2.86	3.75	3.70
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	4.12	4.02	4.29	3.95	3.78	3.78	3.95
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent students from completing their defined programs.	3.35	3.37	3.48	3.44	3.27	3.68	3.45
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	3.49	2.83	3.63	3.66	3.71	3.13	3.39

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	3.80	3.21	4.09	3.65	4.15	3.75	3.78
51. A high percentage of graduates are placed in the occupation for which they are trained.	3.56	3.40	4.13	3.65	3.87	3.59	3.71
52. An organized school placement service is available to all vocational graduates.	3.00	2.66	3.07	3.33	3.20	2.-8	3.05
53. Vocational teachers actively seek the employment needs of the community.	3.60	3.29	3.95	3.66	3.76	3.67	3.64
54. Students use sources other than the teacher and/or school to find entry-level jobs.	3.76	3.76	4.09	3.75	3.00	3.82	3.86
55. Your program has a favorable reputation in the community and among employers.	4.18	4.23	4.52	3.92	4.23	4.23	4.21
56. The "average" citizen knows about your program and what it has to offer.	3.50	3.25	3.96	3.44	3.65	3.68	3.57
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	3.80	3.59	4.31	3.69	3.62	3.39	3.70

TABLE 4 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	3.68	3.58	4.20	3.57	3.33	3.55	3.61
59. Career occupation information has been developed at the pre-vocational grade level.	3.54	3.24	4.24	3.38	3.66	3.36	3.54
60. Resource persons from all occupational area areas are invited to assist in acquainting students with career opportunities.	3.85	3.46	4.35	3.85	4.00	3.50	3.82

TABLE 5

MEAN VALUE OF RESPONSES TO SELF EVALUATION CHECKLIST FOR TOTAL SAMPLE CATEGORIZED BY PROGRAM AREA EXCLUDING STUDENT RESPONSES

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
1. The program objectives and requirements are known and supported by the faculty and other students.	3.38	4.33	4.22	4.11	4.44	3.98	4.09
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	4.63	4.11	4.38	4.44	4.67	4.00	4.37
3. Projects in your program are related to other subject area classes.	3.50	4.00	3.67	4.14	4.11	3.78	3.88
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	3.50	3.78	4.44	3.89	4.22	3.89	3.96
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	3.50	4.67	4.56	3.89	4.67	4.11	4.25
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	3.00	3.45	3.89	3.78	4.00	3.78	3.66

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	3.00	3.56	4.38	3.50	3.89	3.89	3.71
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	2.71	2.75	3.89	3.00	3.78	4.00	3.40
9. Teachers and students review and understand test results as occupational plans are discussed.	2.86	3.13	3.78	3.25	3.89	3.78	3.43
10. Home visits are made to every interested vocational-technical student prior to enrollment.	2.83	2.13	2.25	2.72	1.63	2.00	2.21
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	2.88	3.00	3.57	2.86	3.11	2.67	3.00
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	2.43	3.22	3.29	2.50	2.56	3.33	2.89

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	2.63	3.33	4.33	3.88	3.78	3.56	3.60
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	3.25	4.11	4.50	3.89	4.22	4.00	4.00
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	3.13	4.33	4.67	4.00	4.33	4.50	4.17
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	3.50	3.7w	3.89	3.78	4.00	3.78	3.79
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	3.50	3.8-	3.56	4.63	4.11	3.78	3.90
18. Each student is provided adequate working space and storage facilities.	3.25	3.22	3.67	4.22	3.78	3.33	3.59
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	3.63	3.89	4.44	4.45	4.11	3.75	4.06

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	4.17	4.11	4.29	4.75	4.38	3.67	4.21
21. The teacher belongs to and participates in local civic or other similar organizations.	3.50	4.13	4.00	4.50	4.33	3.89	4.06
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	2.50	4.22	4.33	4.33	3.89	3.22	3.77
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	2.40	3.63	3.88	4.00	3.22	3.44	3.49
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	3.38	4.44	4.38	3.71	3.50	3.67	3.87
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	3.25	3.00	3.75	4.29	2.71	3.00	3.33

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	2.88	2.71	3.71	3.80	2.43	3.25	3.10
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	2.56	2.56	3.86	4.[illegible]0	2.43	3.29	3.10
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	2.71	4.38	4.50	3.71	4.50	3.22	3.85
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	2.71	3.78	3.88	3.67	4.25	3.11	3.65
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	2.57	4.44	4.50	3.86	4.50	3.89	4.00

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
31. A local occupational survey is completed annually to determine employment opportunities available.	2.63	3.00	3.63	2.60	3.00	3.00	3.00
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	-.25	3.89	4.38	4.88	3.90	3.57	3.98
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	3.50	4.45	4.56	4.63	4.22	3.78	4.19
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	3.13	4.22	4.38	4.29	4.00	3.67	3.94
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	2.38	3.25	4.00	2.83	3.50	2.89	3.15
36. Findings from program evaluation ("feedback") bring about changes in the curriculum	2.50	3.50	4.25	4.00	3.88	3.38	3.57
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	3.63	4.78	4.00	4.44	4.75	4.00	4.29

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	3.75	4.89	4.43	4.89	5.00	4.45	4.58
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	3.25	3.88	3.00	4.13	4.63	4.13	3.89
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	3.29	4.67	4.63	4.86	4.25	4.00	4.29
41. Students exhibit genuine pride in quality workmanship.	3.75	4.45	4.56	4.44	3.75	4.11	4.19
42. Instruction is provided on human relations.	3.75	4.56	4.45	4.63	3.88	4.00	4.22
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	3.13	4.33	4.63	4.25	3.88	4.13	4.08

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences	3.25	4.22	4.44	4.00	4.00	4.00	4.00
45. Ethical practices and standards are goals of the program.	4.00	4.78	4.75	4.44	4.38	4.44	4.47
46. A program of instruction is tailored to the needs and abilities of the individual students.	3.13	4.45	4.63	4.56	4.00	4.33	4.20
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	3.43	4.45	4.25	4.56	4.50	4.11	4.24
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent students from completing their defined programs.	2.86	3.67	4.83	3.50	2.71	3.11	3.28
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	2.75	3.11	3.71	3.56	3.89	3.38	3.47

TABLE 5 (CONTINUED)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	3.13	3.89	4.63	4.20	4.33	3.67	3.96
51. A high percentage of graduates are placed in the occupation for which they are trained.	2.75	4.25	4.57	3.83	4.33	3.44	3.85
52. An organized school placement service is available to all vocational graduates.	1.50	2.33	3.88	2.88	2.89	2.86	2.80
53. Vocational teachers actively seek the employment needs of the community.	3.13	4.50	4.25	4.14	4.00	3.67	3.94
54. Students use sources other than the teacher and/or school to find entry-level jobs.	3.50	4.11	4.17	4.25	4.13	3.22	3.88
55. Your program has a favorable reputation in the community and among employers.	3.63	4.22	4.56	4.33	4.33	4.22	4.22
56. The "average" citizen knows about your program and what it has to offer.	2.88	3.78	3.88	3.22	3.33	4.00	3.52
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	2.75	3.75	4.57	3.40	3.88	3.67	3.67

TABLE 5 (continued)

Quality Vocational-Technical Program Elements	AG. ED.	DIST. ED.	HEALTH OCC.	HOME EC.	OFFICE OCC	TRADE AND INDUSTRIAL	OVERALL
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	3.50	4.33	4.33	4.00	4.11	3.78	4.02
59. Career occupation information has been developed at the pre-vocational grade level.	2.13	4.00	3.75	3.56	3.13	3.00	3.27
60. Resource persons from all occupational area areas are invited to assist in acquainting students with career opportunities.	3.13	3.7a	4.63	3.89	3.89	3.56	3.81

TABLE 6

MEAN VALUES FOR ESSENTIAL, HIGHLY DESIRABLE AND DESIRABLE COMPONENTS FROM PROFESSIONALS' RESPONSES BY TOTAL GROUP AND BY PROGRAM AREA

Component Categorization	Total Group	Ag. Ed.	D.E.	Health	Home Ec.	Office Occ.	T&I
Essential	4.05	3.53	4.15	4.25	4.23	4.14	3.93
Highly Desirable	3.73	3.04	3.88	4.20	3.85	3.77	3.56
Desirable	3.42	2.76	3.43	3.42	--	--	--

TABLE 7

MEAN VALUES FOR ESSENTIAL, HIGHLY DESIRABLE AND DESIRABLE COMPONENTS FROM STUDENTS' RESPONSES BY TOTAL GROUP AND BY PROGRAM AREA

Component Categorization	Total Group	Ag. Ed.	D.E.	Health	Home Ec.	Office Occ.	T&I
Essential	3.83	3.96	3.51	4.12	3.68	3.89	3.94
Highly Desirable	[illegible]2	3.72	3.28	4.00	3.46	3.60	3.55
Desirable	3.61	3.60	2.88	3.31	--	--	--

overall mean of 3.83 for those items which were judged "Essential" by the professional groups, a mean of 3.62 for the "Highly Desirable" items, and a mean of 3.61 for the "Desirable" items. The data indicate that average responses from students were somewhat more clustered than were the responses from the professionals. The differences, especially at the top, were relatively minor. The responses of the Health Occupations students on the "Essential" items show the highest single response average of 4.12, which paralleled the highest response from the professionals.

Model Development

In devising a plan to be used for analysis, it was decided to analyze the three category groups based on the responses to the 60 items as a function of whether the sets of items represented an "Essential" component, a "Highly Desirable" component, or a "Desirable" component. The ranges given in Table 8 for each set of 3 items (i.e., 1 - 3 measuring Component 1; 4 - 6 measuring Component 2, 7 - 9 measuring Component 3, etc.) was computed to determine a measure of agreement among sets of items. This data could provide input for possible revision of selected items. Table 9 presents comparable data from student responses.

It is interesting to note that the overall average variability for the groups of three items corresponding to the components termed "Essential" was 0.39, for those termed "Highly Desirable" was 0.61, and for those termed "Desirable" was 0.72. The scores indicate that evaluations tended to be more homogeneous with an increase in the desirability of a component. Further emphasis of this homogeneity is given by the occurrence of the six highest variations for the overall group in the ten lowest ranked questions. See Table 3.

TABLE 8

RANGES FOR SCORES OF PROFESSIONALS ON THREE-ITEM SETS FROM SELF EVALUATION CHECKLIST CATEGORIZED BY COMPONENTS EACH MEASURES

A Quality Vocational-Technical Program should:							
1. Complement, not conflict with, the objectives of ~~the total~~ educational program.	.49	1.25	.33	.71	.33	.56	.22
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	.58	.50	1.22	.67	.11	.67	.33
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	.31	.29	.81	.60	.50	.11	.22
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	.79	.45	1.10	1.32	.36	1.49	1.33
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	.58	.63	1.00	.33	.13	.56	.94
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	.32	.25	.67	.33	.85	.33	.45
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	.16	.67	.24	.44	.21	.26	.22

TABLE 8 (continued)

A Quality Vocational-Technical Program should:							
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	.38	.96	.82	.50	.66	.67	.45
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	.24	.69	.43	.14	.49	.29	.29
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	.36	.14	.67	.63	.19	.25	.78
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	1.19	.88	1.46	.93	2.26	1.22	.78
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	.79	.75	.97	.38	1.45	.50	.78
13. Endorse and implement active leadership development program through related vocational youth organizations.	.69	.38	1.01	1.43	.76	.38	.45
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	.10	.46	.22	.18	.41	.50	.11
15. Stress each student's total development within his mental and physical abilities.	.47	.88	.56	.31	.44	.50	.44

TABLE 8 (continued)

A Quality Vocational-Technical Program should:	AG. ED.	DIST. ED	HEALTH OCC	HOME EC	OFFICE OCC	T & I	T OTAL
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	.96	.57	.78	.79	1.06	1.79	1.22
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	.49	.38	1.14	.91	.53	.44	.29
18. Make an organized school placement service available to graduates.	1.14	2.00	2.17	.38	1.36	1.24	.81
19. Keep public informed - have "participatory" support of community.	.70	.88	.46	.70	1.11	1.00	.56
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	.75	1.36	.56	.88	.44	.99	.78

TABLE 9

RANGES FOR SCORES OF STUDENTS ON THREE-ITEM SETS FROM SELF EVALUATION CHECKLIST CATEGORIZED BY COMPONENTS EACH MEASURES

A Quality Vocational-Technical Program should:	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	T & I	TOTAL
1. Complement, not conflict with, the objectives of the total educational program.	.206	.552	.666	.479	.131	.233	.425
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	.128	.425	.232	.843	.537	.670	.272
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	.402	.423	.422	.678	.655	.121	.594
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1.109	.223	.729	2.250	.711	1.492	1.593
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	.381	630	.271	.055	.849	.451	.566
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	.135	.210	.227	.423	.100	.415	.215
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	.095	.941	.240	.283	.455	.212	.128

TABLE 9 (continued)

A Quality Vocational-Technical Program should:	AG. ED.	DIST. ED.	HEALTH OCC	HOME EC	OFFICE OCC	T & I	TOTAL
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	.472	.564	.820	.639	.533	.234	.450
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	.102	.235	.134	.702	.377	.179	.146
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	.187	.136	.432	.144	.151	.081	.470
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	.565	1.163	.113	.893	.643	.431	.555
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	.290	.684	.167	.885	.168	.763	.333
13. Endorse and implement active leadership development program through related vocational youth organizations.	.439	.580	.361	.754	.490	.344	.648
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	.242	.640	.757	.116	.090	.143	.455
15. Stress each student's total development within his mental and physical abilities.	.322	.219	.168	.397	.121	.096	.193

TABLE 9 (continued)

A Quality Vocational-Technical Program should:							
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	.451	.829	.842	.883	.415	.521	.113
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	.363	.249	.479	.446	.058	.441	.681
18. Make an organized school placement service available to graduates.	.763	.437	1.012	1.307	.266	.729	.725
19. Keep public informed - have "participatory" support of community.	.637	.646	1.055	.537	.400	.612	.890
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	.281	.353	.339	.184	.494	.769	.100

The data in Table 2 and Table 8 for the overall group is compared graphically in Figure 1. This figure illustrates the degree to which each component is necessary in a "quality" program and the associated evaluation score for each of the three items corresponding to a given component. The darkened areas show the relative success each of the items in the set of three has in measuring the specific component under question. For example, the degree to which Items 4, 5, and 6 measure Component 2 can be told from a study of the degree of difference in location of the solid line and the broken line for Component 2. The shaded area shows the relationship for each item (4, 5, or 6). It is then obvious that the previously determined "Essential" components in addition to Component 12, which was identified as "Essential" in two of the six areas, show a greater difference between their desirability and the present state of accomplishment. It is also obvious from Figure 1 that the majority of the components were presently being met with more than a rating of "Some Improvements Needed," but not quite a rating of "Satisfactory." The sharp drop in Component 4 (Item 10) can be explained by the nature of the question; home visitation is classified as "Desirable," while in actual practice little is done except in the areas of Agricultural Education and Home Economics.

Since one of the major goals of this study was the production of a usable evaluation instrument for all levels of personnel in vocational-technical programs, a non-complicated model was prepared using the results of this section. The following section illustrates the use of this model in program evaluation.

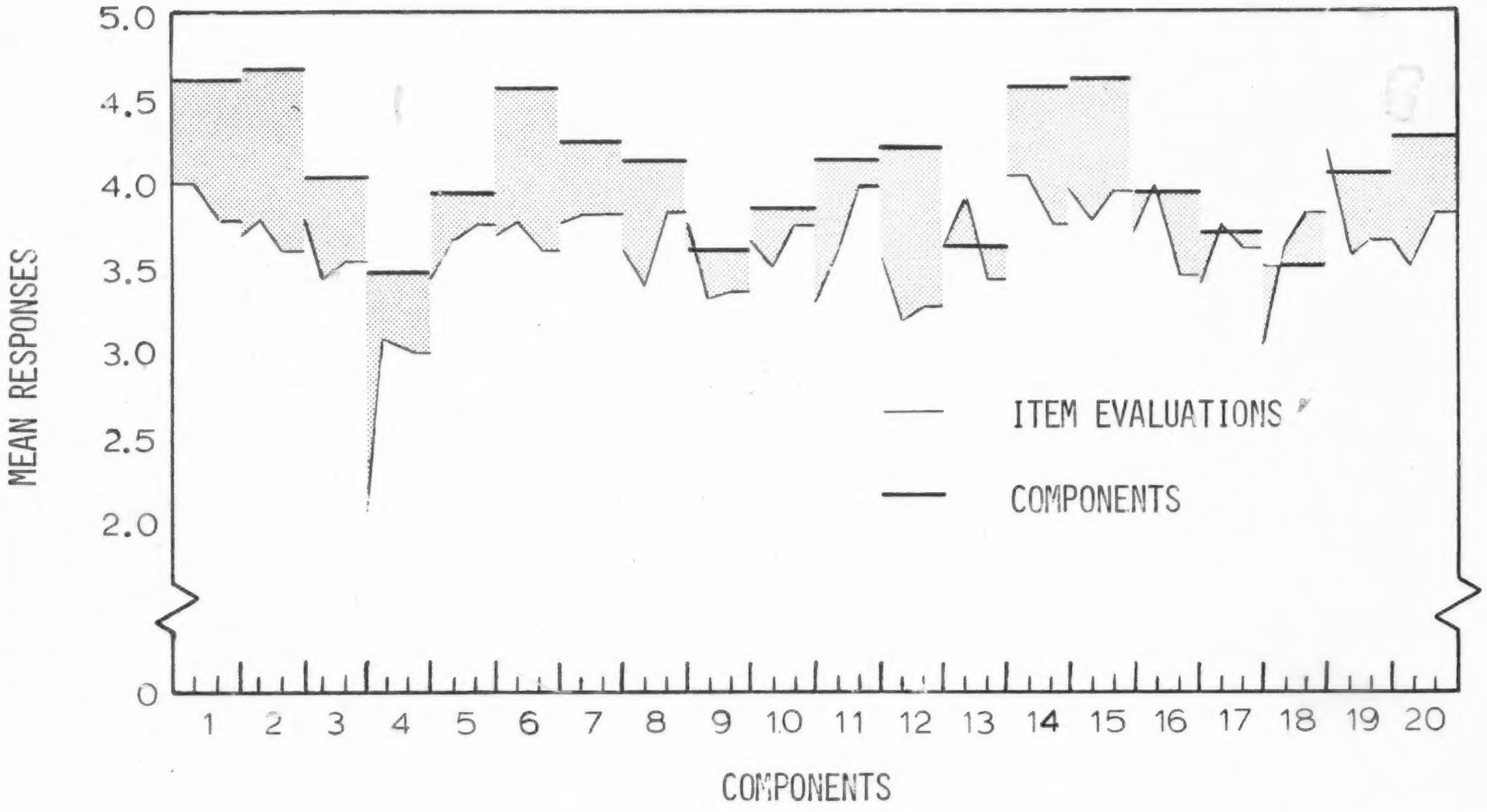

FIGURE 1

DEGREE OF ASSOCIATION
BETWEEN COMPONENTS AND ITEM EVALUATIONS

In Figure 2, the items (for the overall responses) are grouped according to the previously defined classification scheme and weighted by multiplying those classified as "Essential" by 30, those termed "Highly Desirable" by 20, and those termed "Desirable" by 10. This weighting was simply to increase the visibility of differences in the grouping pattern in the Figure. The "Self Evaluation for Vocational-Technical Program" instrument (60-item checklist) will be used to evaluate a vocational-technical program in the following manner. The Self Evaluation Instrument could be utilized by the principal, teachers, and/or students of a particular school or used by an outside evaluator. The results can then be averaged in the manner previously discussed with the ratings for the 60 items grouped by three's and averaged for comparison with the results from the composite (Figure 2). Table 10 presents the weighted responses for each component for the overall group and for the responses by program area. For example, the weighted average for Component 1 was 139.7. This may be seen as the value representing this component on Figure 2.

The significant factor in analyzing the status of a program would then be the deviation between the established component results and the three-item averages. A deviation is obtained by the formula $D_i = A_i - R_i$, where R_i is the weighted i-th established result from Table 10 where i is the number of any component A_i is the weighted corresponding three-item average computed from local data. The value of this computation (D_i) shows whether the school program is better than, equal to, or worse than the norm program on this component. More specifically, i represents the number of any component (1 - 20), R_i represents the norm or sample response average for the three items measuring that component and A_i is the average for the three items

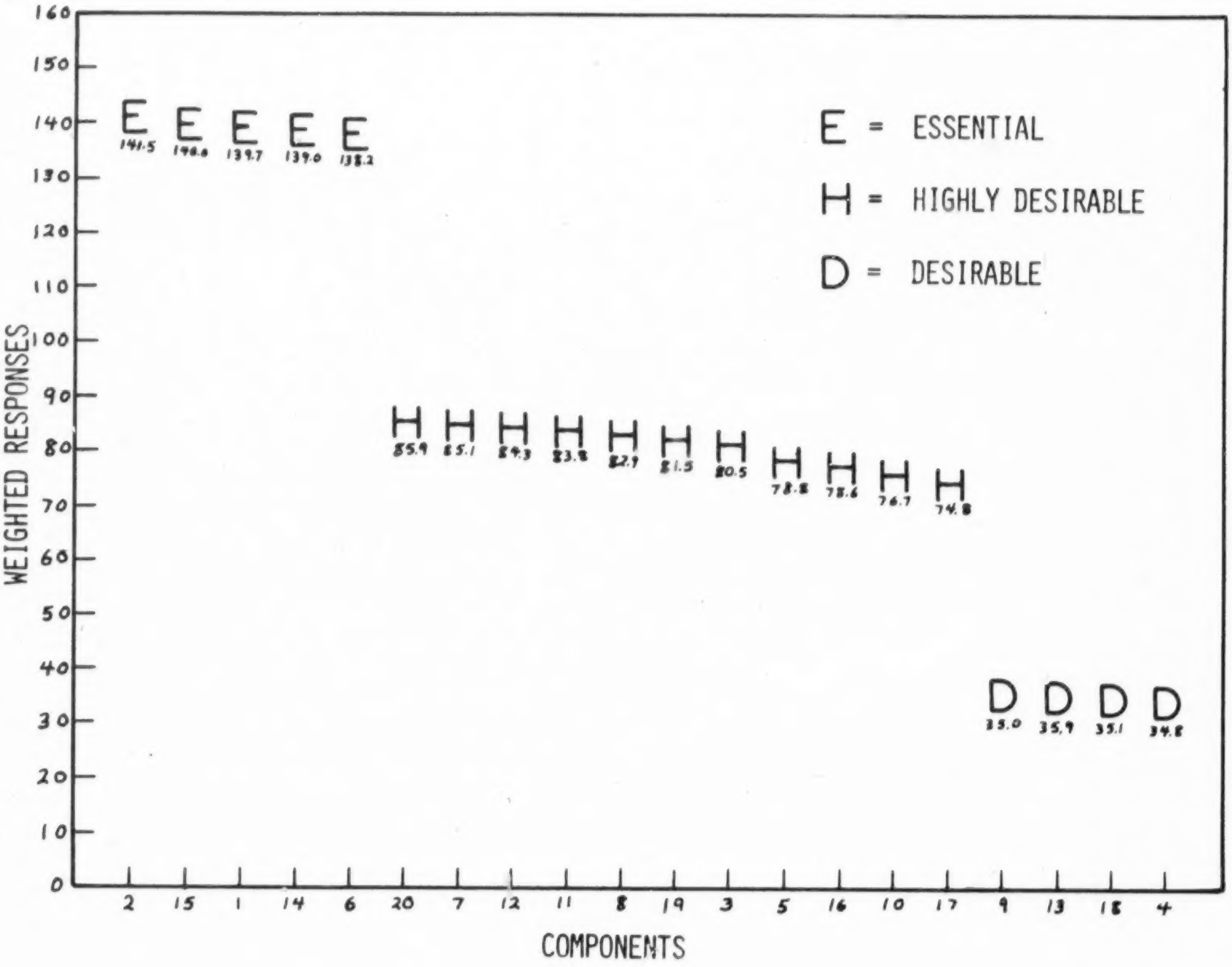

Figure 2

TOTAL WEIGHTED RESPONSES
GROUPED BY COMPONENT CLASSIFICATION

TABLE 10

RANKED, WEIGHTED AND GROUPED SELF-EVALUATION MEANS BY COMPONENT FOR TOTAL RESPONSES AND FOR EACH PROGRAM AREA

	Total		Ag. Ed.		D.E.		Health		Home Ec		Office		T&I	
	Comp.	Mean	Comp.	Mean	Comp.	Mean	Comp.	Mean	Comp.	Mean	Comp.	Mean	Comp.	Mean
Essential	2	141.50	1	138.27	2	144.99	2	144.45	15	145.71	1	141.81	2	142.23
	15	140.00	2	135.66	14	141.24	6	142.23	1	143.58	15	141.24	1	140.76
	1	139.70	6	135.66	15	140.01	14	141.12	2	143.48	14	138.75	6	137.79
	14	139.00	15	134.34	1	135.66	15	141.12	14	142.74	6	138.75	14	136.68
	6	138.20	14	133.05	6	133.74	1	137.79	6	140.37	2	136.95	15	135.57
Highly Desirable	20	85.88	19	82.60	20	89.16	12	88.14	12	90.30	3	86.66	12	88.14
	7	85.06	7	82.60	11	85.00	7	87.40	7	87.40	7	86.66	11	87.40
	12	84.27	20	81.74	7	84.34	20	85.92	20	86.42	20	86.66	20	85.18
	11	83.25	8	80.00	8	84.16	8	85.92	16	85.38	8	85.00	7	81.54
	8	82.94	11	79.14	19	82.60	19	8[illegible].18	5	84.28	12	80.84	19	81.48
	19	81.46	16	77.40	10	80.00	5	84.62	8	83.84	5	80.00	3	80.-6
	3	80.52	13	76.52	12	80.00	3	84.44	3	82.86	10	80.00	8	78.46
	5	78.80	14	75.66	5	74.78	11	84.44	11	82.85	11	80.00	16	77.50
	16	78.60	3	73.94	3	73.92	10	83.08	19	80.00	16	79.16	5	75.56
	10	76.72	4	72.18	16	73.34	17	81.54	17	76.42	19	76.52	18	75.38
	17	74.84	5	72.18	17	71.66	16	78.18	10	75.72	18	74.16	17	74.08
			17	72.18			9	76.30	13	75.72	13	73.34	10	72.60
							18	76.16	4	75.00	9	72.50	13	72.50
									9	74.28	17	72.18	9	71.86
									18	72.86	4	68.34	4	70.38
Desirable	9	35.95	9	34.35	13	34.58	4	32.40						
	13	35.87	10	34.35	9	33.33	13	31.75						
	18	35.09	18	31.74	4	32.92								
	4	34.77			18	28.26								

from the local program being studied. D_i is then the difference in these two scores.

For example, if i = 2, R_2 is, using Table 10, shown to be 141.5, and if A_2 were 132.0, the resulting deviation D_2 would be -9.5. This would indicate that some improvement is needed on this component. On the other hand, if A_i is greater than or equal to R_i, then the school can be considered as having a successful program as measured by this instrument on that particular component. It is important also to analyze the magnitude of the negative deviations in terms of the characterizations into "Essential," "Highly Desirable," and "Desirable" components. Figure 2 shows that the magnitude of one negative component for an "Essential" item will not compare, in general, with those from the other items. For example, a reaction to a deviation of -9.5 on an "Essential" component would not be the same as a reaction to a deviation of -9.5 for a "Desirable" component. Thus, this instrument will locate those components in which improvement is needed; and it will provide information as to degree of change possibly needed.

It should be stressed that the magnitude of the deviations are only an indication of amount or degree of improvement needed within a program area. Obviously as the data in Table 10 show, there are slight differences among program areas when compared with each other or the overall results. Therefore, the application of current procedures will be an individual decision based on the data included in this report to provide a basis from which to initiate program revisions.

Figures 3 - 8 provide comparable pictorial views of the weighted responses and their plots for "Essential," "Highly Desirable," and "Desirable" elements by program area. The application of these data in program comparisons

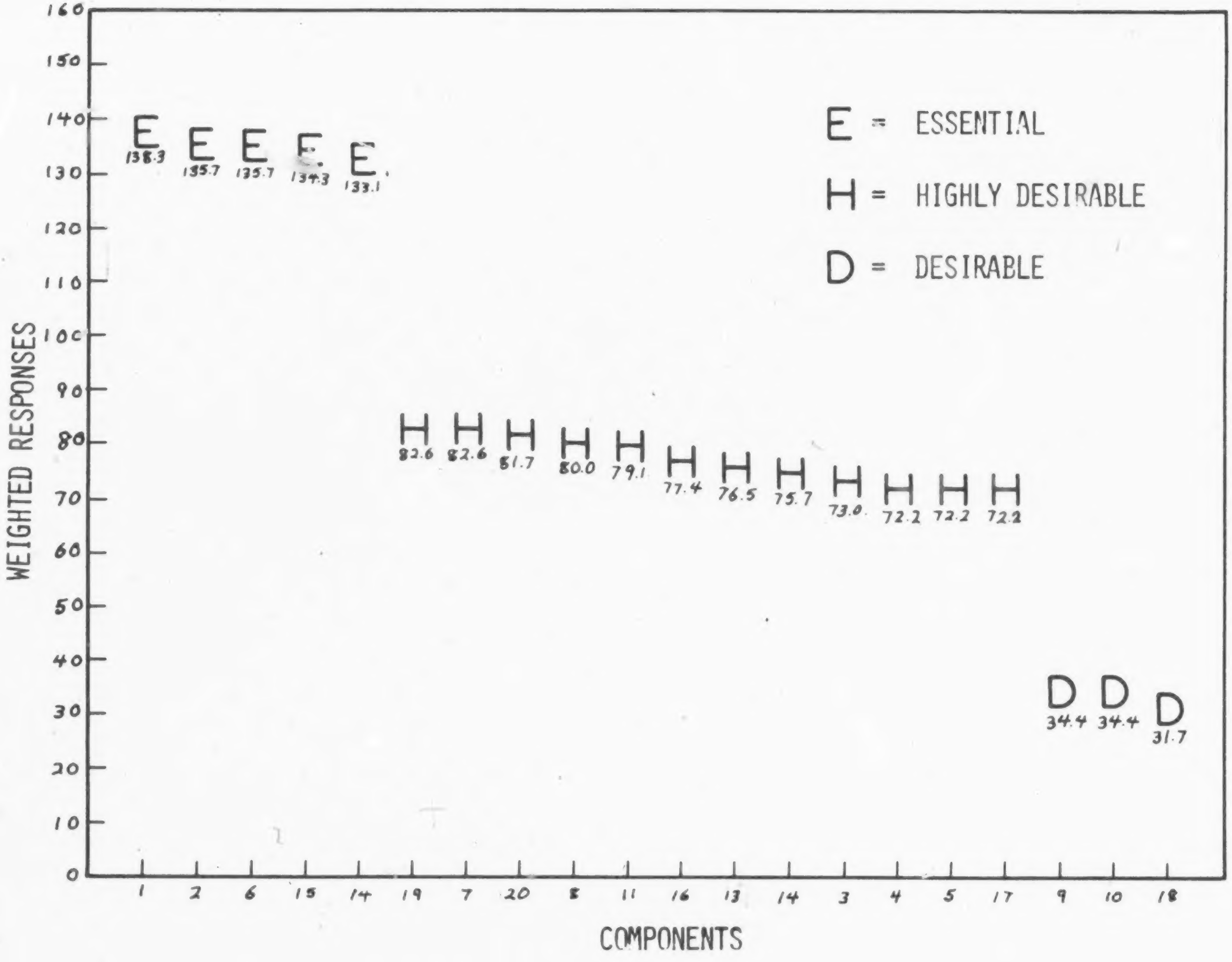

Figure 3

AGRICULTURAL EDUCATION WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

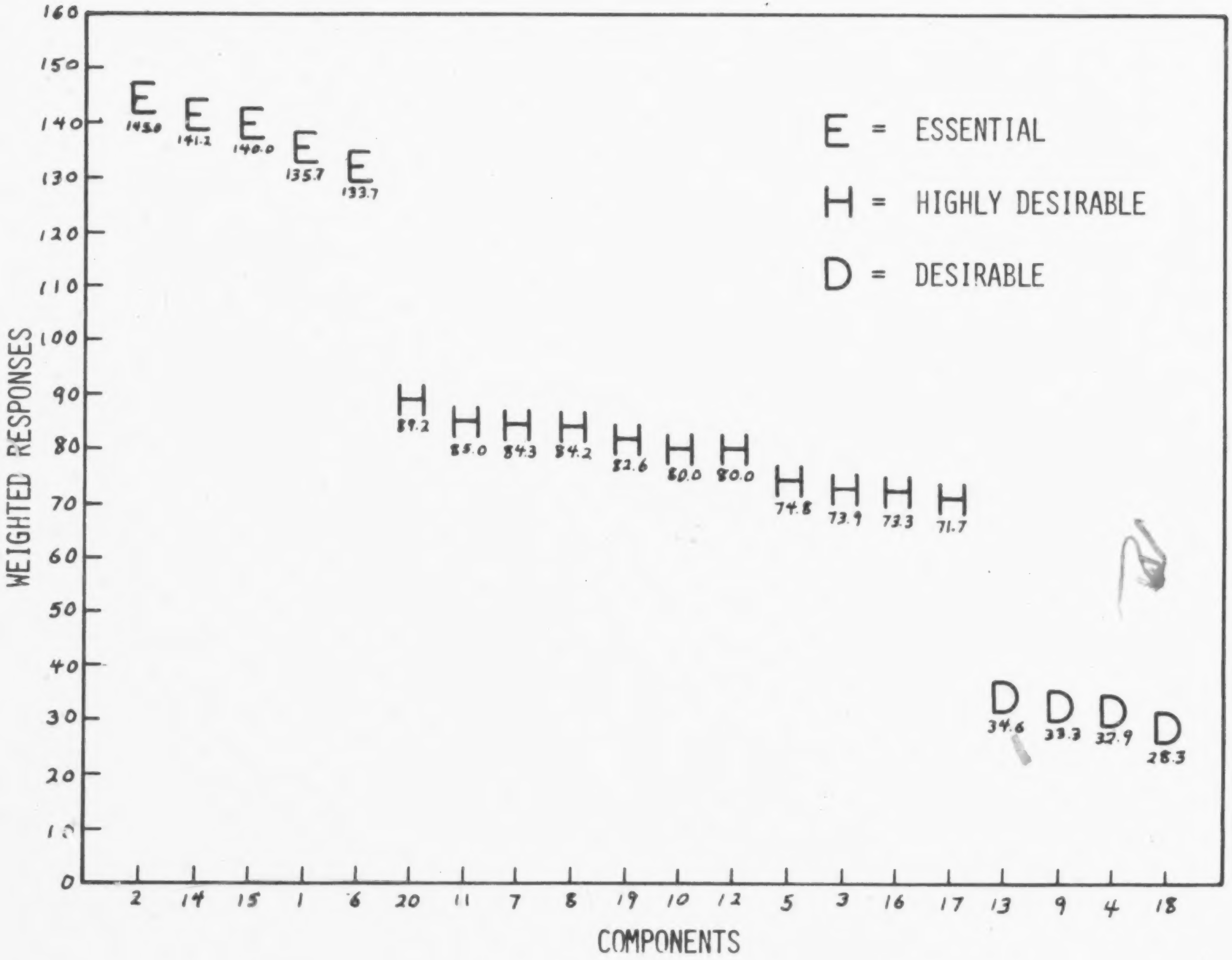

Figure 4

DISTRIBUTIVE EDUCATION WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

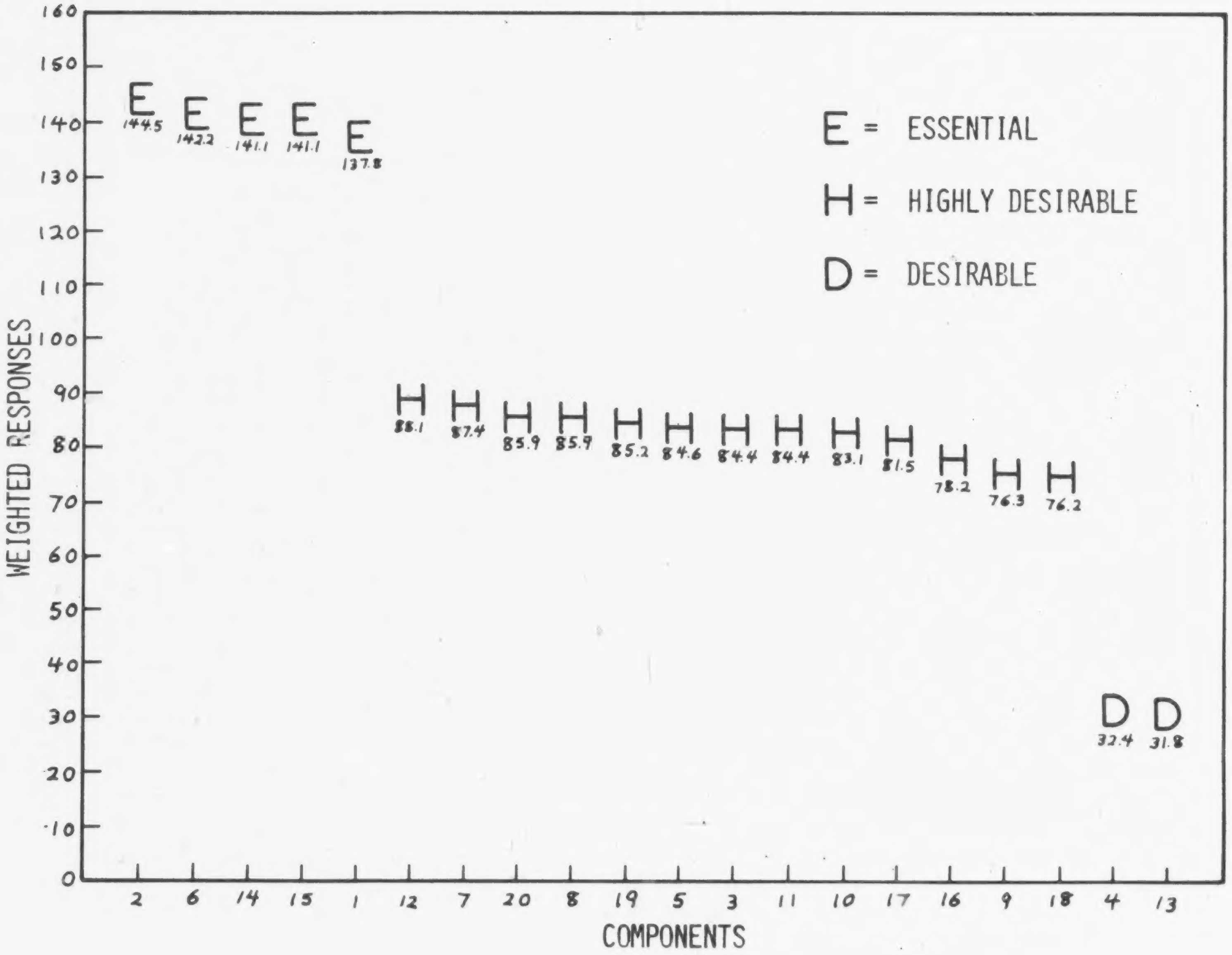

Figure 5

HEALTH OCCUPATIONS WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

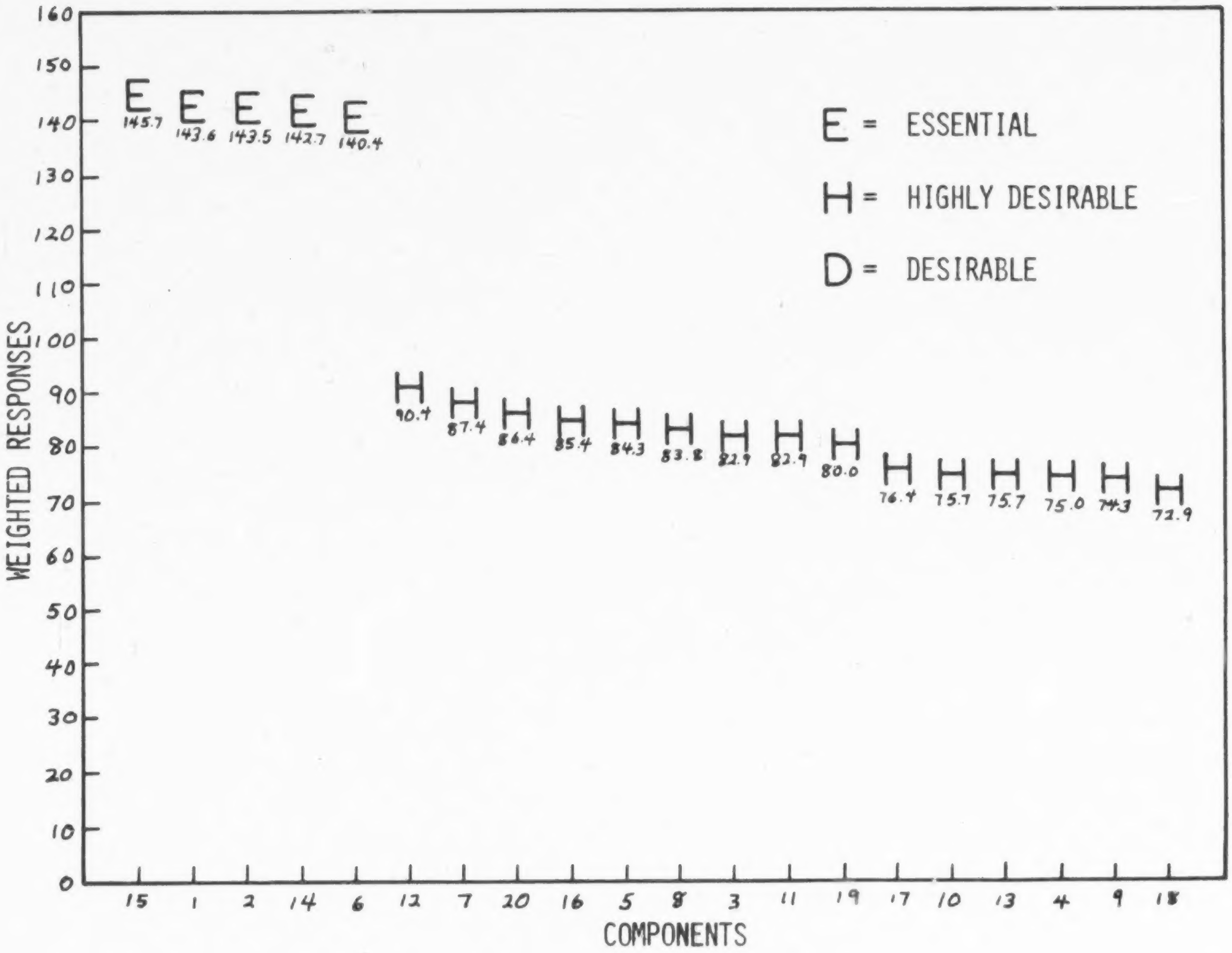

Figure 6

HOME ECONOMICS WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

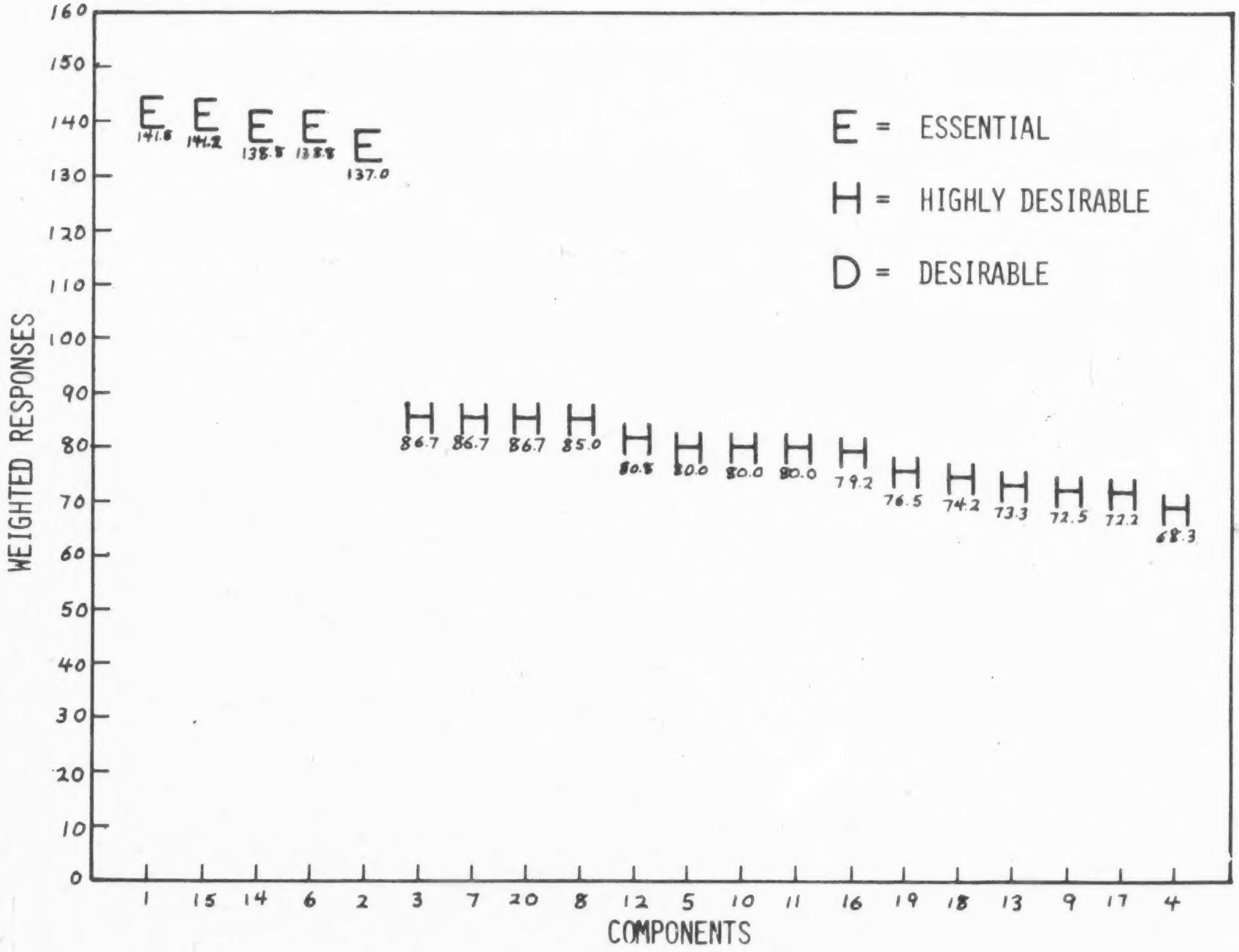

Figure 7

OFFICE OCCUPATIONS WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

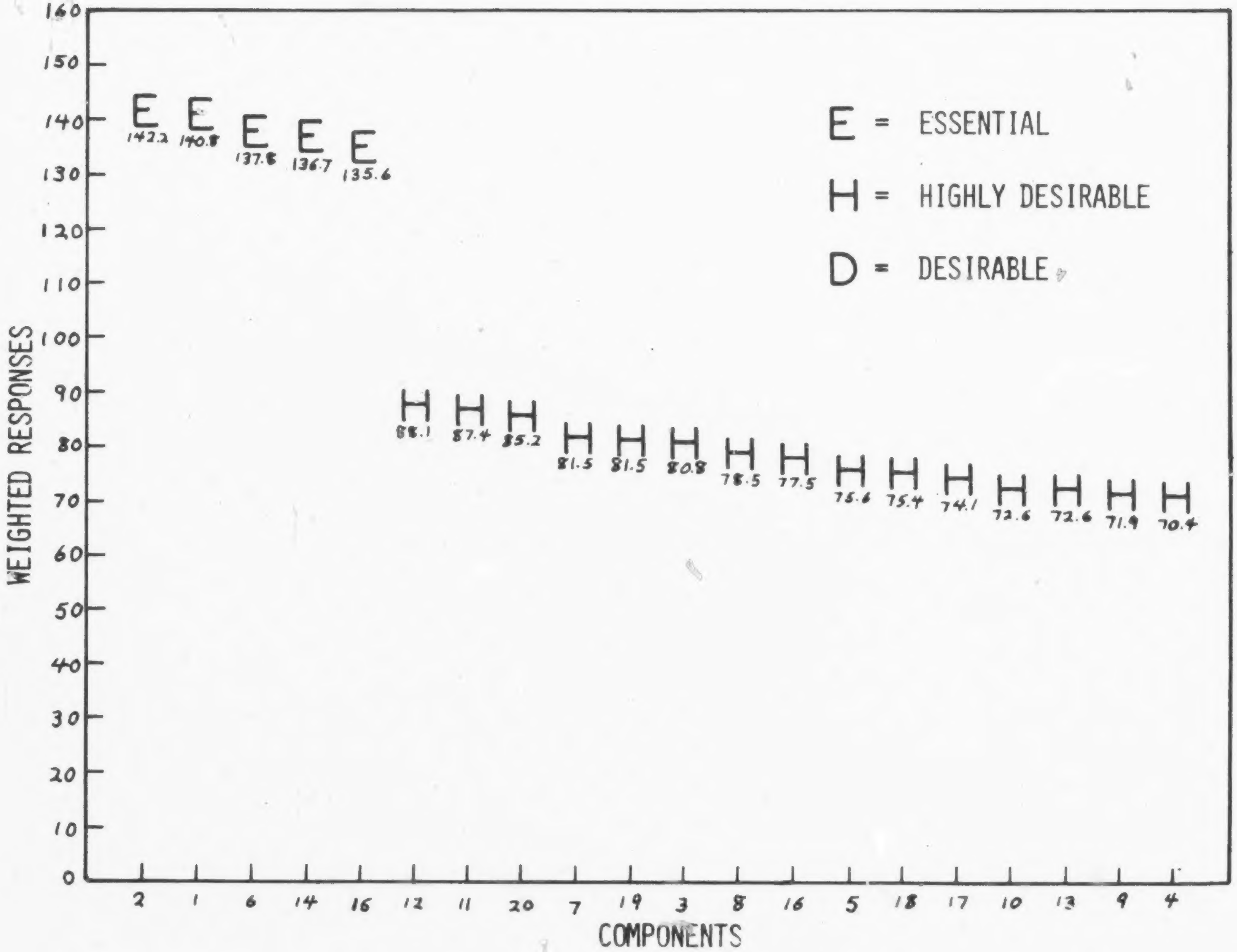

Figure 8

TRADE AND INDUSTRIAL WEIGHTED
RESPONSES GROUPED BY COMPONENT CLASSIFICATION

would be made in the same manner in which the overall comparisons are made. It should be recognized that fewer persons, of course, responded for each area than is represented by the overall responses. Individual program area comparisons would be made in the manner similar to that for the overall data.

SECTION IV

ANALYSES OF COMPONENTS AND SELF-EVALUATION RESPONSES

The second major facet of the analyses of the data from the responses of professionals to "Components of Quality Vocational-Technical Programs" and of professionals and students to the "Self-Evaluation" checklist is a presentation of frequencies and percentages by various groupings.

Principals' Responses to "Components"

In general, the strongest consensus was among the principals. At least three-fourths of the 50 principals responding indicated that all but six of the components were either "Essential" or "Highly Desirable" in quality vocational-technical programs. Nearly all of the other respondents to the six remaining components (4, 5, 9, 13, 17, 18), felt these components to be at least "Desirable." A small number indicated some components to be "Of No Importance" or had "No Opinion." Likewise, a relatively small number felt that several components were "Of Some Importance."

As with teachers and counselors, Components 1 and 2 were considered "Essential" by the largest proportion of principals (over 70 percent). Component 18 was felt to be "Of Some Importance" of "Of No Importance" by a relatively large number (14 percent). This was the only item ranked low by more than a token number. These data appear as Table 11.

Teachers' Responses to "Components"

At least three-fourths of the 50 teachers responding agreed that most components were "Essential" or "Highly Desirable" with the exception of Component 4 (parent-student-teacher conferences), Component 5 (flexibility for student movement within the program), Component 9 (use of advisory committees),

TABLE 11

FREQUENCIES AND PERCENTAGES FOR PRINCIPALS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	36/72.0	10/20.0	-	2/4.0	-	2/4.0
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	37/74.0	11/22.0	1/2.0	-	-	1/2.0
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	19/38.0	20/40.0	8/16.0	2/4.0	-	1/2.0
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	5/10.0	23/46.0	17/34.0	4/8.0	-	1/2.0
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	11/22.0	18/36.0	20/40.0	1/2.0	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	29/58.0	14/28.0	7/14.0	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	18/36.0	21/42.0	9/18.0	-	1/2.0	1/2.0

TABLE 11 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	14/28.0	28/56.0	7/14.0	-	-	1/2.0
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	6/12.0	22/44.0	19/38.0	3/6.0	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	13/26.0	23/46.0	13/26.0	1/2.0	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	19/38.0	18/36.0	13/26.0	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	21/42.0	22/44.0	7/14.0	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	8/16.0	17/34.0	19/38.0	5/10.0	-	1/2.0
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	30/60.0	17/34.0	3/6.0	-	-	-
15. Stress each student's total development within his mental and physical abilities.	37/74.0	12/24.0	1/2.0	-	-	-

TABLE 11 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	9/18.0	28/56.0	9/18.0	1/2.0	-	2/4.0
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	5/10.0	27/54.0	17/34.0	1/2.0	-	-
18. Make an organized school placement service available to graduates.	5/10.0	25/50.0	12/24.0	1/2.0	-	1/2.0
19. Keep public informed - have "participatory" support of community.	14/28.0	26/52.0	8/16.0	1/2.0	-	1/2.0
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	22/44.0	21/42.0	7/14.0	-	-	-

Component 13 (leadership development programs), Component 17 (placement of students in occupational "clusters"), and Component 18 (placement services). Unlike principals' responses, but similar to guidance counselors' responses, Component 10 (follow-up surveys) and Component 16 (provide for 90 percent student completion) were ranked low.

As with guidance counselors, nearly all of the remainder felt the component to be at least "Desirable." Generally only a token number indicated the component to be "Of No Importance" or had "No Opinion." A small number indicated a few of the components to be "Of Some Importance."

As with guidance counselors' and principals' responses, Component 18 was ranked low by more teachers than any other component. More than 75 percent of the teachers considered Components 1, 2, and 6 as well as Component 14 (proper attitudes and work habits) and Component 15 (total student development) "Essential." These data appear as Table 12.

Guidance Counselors' Responses to "Components"

The counselors' responses, like those of principals and teachers, tended to follow a similar pattern. There were, of course, some differences. Only half of the components were considered "Essential" or "Highly Desirable" by more than 75 percent of the 53 counselors responding, although almost all (generally more than 90 percent) agreed that each component was at least "Desirable."

Surprisingly, perhaps, a number of guidance counselors did not consider Component 3 (testing and guidance programs), Component 10 (follow-up surveys and up-to-date records), or Component 18 (placement services) "Essential"--these are traditionally within the domain of guidance services. One might expect greater commonalty of responses from guidance counselors on these

TABLE 12

FREQUENCIES AND PERCENTAGES FOR TEACHERS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	40/80.0	4/8.0	3/6.0	1/2.0	-	2/4.0
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	37/74.0	11/22.0	1/2.0	1/2.0	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	17/34.0	18/36.0	13/26.0	1/2.0	-	1/2.0
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	5/10.0	17/34.0	20/40.0	7/14.0	1/2.0	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	11/22.0	24/48.0	13/26.0	1/2.0	-	1/2.0
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	40/80.0	8/16.0	2/4.0	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	26/52.0	19/38.0	4/8.0	-	-	1/2.0

TABLE 12 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	19/38.0	24/48.0	5/10.0	-	-	2/4.0
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	4/8.0	25/50.0	15/30.0	6/12.0	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	8/16.0	16/32.0	23/46.0	2/4.0	-	1/2.0
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	21/42.0	18/36.0	9/18.0	2/4.0	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	20/40.0	20/40.0	9/18.0	-	-	1/2.0
13. Endorse and implement active leadership development program through related vocational youth organizations.	8/16.0	22/44.0	15/30.0	3/6.0	-	2/4.0
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	42/84.0	7/14.0	1/2.0	-	-	-
15. Stress each student's total development within his mental and physical abilities.	41/82.0	7/14.0	2/4.0	-	-	-

TABLE 12 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	13/26.0	22/44.0	11/22.0	1/2.0	-	3/6.0
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	3/6.0	27/56.0	17/34.0	1/2.0	-	1/2.0
18. Make an organized school placement service available to graduates.	4/8.0	21/42.0	15/30.0	9/18.0	1/2.0	-
19. Keep public informed - have "participatory" support of community.	16/32.0	27/54.0	6/12.0	-	-	1/2.0
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	19/38.0	25/50.0	6/12.0	-	-	-

components.

Guidance counselors tended in their responses to lean more toward the principals' point of view than the teachers'. For example, 90 percent of the teachers considered Component 7 (certified teachers) to be "Essential" or "Highly Desirable"; 80 percent of counselors and 78 percent of principals responded similarly. While these differences among groups were slight, they were noticeable.

More than 70 percent of the guidance counselors considered Component 1 (complement program objectives), Component 2 (support of administrators), and Component 6 (facilities, equipment and materials) to be "Essential." These data appear as Table 13.

Principals' Responses to "Self-Evaluation"

Principals tended generally to rate their programs on the high side. There were, however, some exceptions. Response patterns were similar in many ways to those of teachers and counselors, yet differences were noticeable.

Over half of the principals gave an "Excellent" rating to Items 2, 37, 40, 45, and 47. In agreement with the counselors, no principal gave Item 10 an "Excellent" rating.

As noted above, more than half of the principals (with some exceptions) rated their programsas either "Excellent" or "Satisfactory"; in many cases the percentage was much greater than half. In general agreement with counselors and teachers, more than 50 percent of the principals assigned lower ranks to Items 10, 11, 12, 25, 26, 27, 31, 35, 48, 49, and 56, thus indicating that these are generally accepted as areas of need by the three groups.

TABLE 13

FREQUENCIES AND PERCENTAGES FOR GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	38/71,7	8/15.1	7/13.2	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	39/73.6	14/26.4	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	12/22.6	28/52.8	9/17.0	4/7.5	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	5/9.4	19/35.8	24/45.3	4/7.5	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	19/35.8	20/37.7	13/24.5	-	-	1/1.9
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	38/71.7	10/18.9	5/9.4	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	21/39.6	22/41.5	7/13.2	2/3.8	-	1/1.9

TABLE 13 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	17/32.1	21/39.6	14/26.4	1/1.9	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	6/11.3	22/41.5	24/45.3	1/1.9	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	15/28.3	21/39.6	15/28.3	2/3.8	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	23/43.4	19/35.8	10/18.9	1/1.9	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	19/36.8	23/43.4	10/18.9	1/1.9	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	7/13.2	19/35.8	20/37.7	6/11.3	1/1.9	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	34/36.2	14/26.4	5/9.4	-	-	-
15. Stress each student's total development within his mental and physical abilities.	30/56.6	20/37.7	2/3.8	1/1.9	-	-

TABLE 13 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	10/8.9	24/45.3	12/22.6	3/5.7	-	4/7.5
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	11/20.8	25/47.2	12/22.6	4/7.5	-	1/1.9
18. Make an organized school placement service available to graduates.	9/17.0	20/37.7	15/28.3	7/13.2	-	2/3.8
19. Keep public informed - have "participatory" support of community.	16/30.2	20/37.7	15/28.3	2/3.8	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	25/47.2	20/37.7	8/15.1	-	-	-

The only area seen by more than a token number of principals (over 20 percent) in which "No Effort" had been made was Item 10 (home visits). Items 11, 23, and 26 were the only ones seen as "Needing Major Improvements" by more than a fifth of the principals. Thus principals, by a very slim margin, were the least inclined group to assign very low ratings to items. These data appear in Table 14.

Teachers' Responses to "Self-Evaluation"

Almost all teachers (83 percent) rated Item 38 as "Excellent"--almost two-thirds of the counselors had done the same--while at least half of the teachers gave an "Excellent" rating to Item 32 (curriculum content), Item 40 (evaluation of students), Item 45 (ethical practices), and Item 55 (favorable community reputation). No teacher ranked Item 9 (review of tests), Item 12 (parent conferences), or Item 31 (occupational sureness) as "Excellent."

Item 44 (vocational student's self image and achievement) was rated "Satisfactory" by 83 percent of the teachers while this rating was assigned by more than half of the teachers to an additional twelve items: 1, 5, 14, 15, 21, 22, 23, 36, 41, 42, 50, and 56. Only in Items 14 and 15 (making changes in the student's program) were similar percentages of counselors in agreement with these teachers.

As did the counselors, more than half of the teachers ranked most aspects of their programs "Satisfactory" or "Excellent." As with counselors, the exceptions included Items 10, 11, 12, 26, 27, 31, 35, 48, and 52. Unlike counselors, more than half of the teachers also gave low ratings to Items 18, 59, and 60.

More than a fifth of the teachers indicated that "No Effort" was made in Item 10 (home visits) as well as Item 12 (parent-teacher conferences) and

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	3/16.7	10/55.6	3/16.7	1/5.6	-	1/5.6
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	1/5.6	9/50.0	4/22.2	1/5.6	1/5.6	2/11.1
9. Teachers and students review and understand test results as occupational plans are discussed.	3/16.7	5/27.8	6/33.3	2/11.1	-	2/11.1
10. Home visits are made to every interested vocational-technical student prior to enrollment.	-	3/16.7	5/27.8	3/16.7	4/22.2	3/16.7
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	1/5.6	2/11.1	6/33.3	5/27.8	1/5.6	3/16.7
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	4/22.2	2/11.1	4/22.2	3/16.7	1/5.6	4/22.2

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	2/11.1	10/55.6	3/16.7	1/5.6	-	1/5.6
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	5/27.8	8/44.4	3/16.7	1/5.6	-	1/5.6
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	7/38.9	9/50.0	-	1/5.6	-	1/5.6
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	7/38.9	5/27.8	4/22.2	1/5.6	-	1/5.6
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	6/33.3	6/33.3	4/22.2	1/5.6	-	1/5.6
18. Each student is provided adequate working space and storage facilities.	5/27.8	8/44.4	3/16.7	1/5.6	-	1/5.6
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	7/38.9	7/38.9	3/16.7	-	-	1/5.6

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	6/33.3	6/33.3	4/22.2	1/5.6	-	1/5.6
21. The teacher belongs to and participates in local civic or other similar organizations.	3/16.7	8/44.4	5/27.8	-	-	2/11.1
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	5/27.8	5/27.8	5/27.8	2/11.1	-	1/5.6
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	3/16.7	6/33.3	3/16.7	4/22.2	1/5.6	1/5.6
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	4/22.2	7/38.9	4/22.2	1/5.6	1/5.6	1/5.6
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	4/22.2	2/11.1	4/22.2	1/5.6	3/16.7	4/22.2

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	3/16.7	2/11.1	3/16.7	4/22.2	2/11.1	4/22.2
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3/16.7	2/11.1	1/5.6	3/16.7	4/22.2	5/27.8
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	6/33.3	5/27.8	2/11.1	1/5.6	1/5.6	3/16.7
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	5/27.8	5/27.8	3/16.7	1/5.6	1/5.6	3/16.7
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	6/33.3	5/27.8	2/11.1	-	1/5.6	4/22.2

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	1/5.6	4/22.2	5/27.8	2/11.1	2/11.1	4/22.2
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	5/27.8	8/44.4	2/11.1	1/5.6	1/5.6	1/5.6
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	8/44.4	7/38.9	1/5.6	-	1/5.6	1/5.6
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	3/16.7	9/50.0	3/16.7	-	1/5.6	2/11.1
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	2/11.1	4/22.2	7/38.9	2/12.1	1/5.6	2/11.1
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	2/11.1	9/50.0	8/16.7	1/5.6	1/5.6	2/11.1
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	9/50.0	5/27.8	-	1/5.6	1/5.6	2/11.1

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	12/66.7	2/11.1	-	1/5.6	1/5.6	2/11.1
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	5/27.8	6/33.3	3/16.7	1/5.6	1/5.6	2/11.1
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	10/55.6	4/22.2	2/11.1	1/5.6	-	1/5.6
41. Students exhibit genuine pride in quality workmanship.	7/38.9	8/44.4	2/11.1	-	-	1/5.6
42. Instruction is provided on human relations.	6/33.3	10/55.6	1/5.6	-	-	1/5.6
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	6/33.3	7/38.9	2/11.1	-	1/5.6	2/11.1

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	6/33.3	7/38.9	2/11.1	1/5.6	1/5.6	1/5.6
45. Ethical practices and standards are goals of the program.	10/55.6	6/33.3	1/5.6	-	-	1/5.6
46. A program of instruction is tailored to the needs and abilities of the individual students.	8/44.4	8/44.4	1/5.6	-	-	1/5.6
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	10/55.6	3/16.7	3/16.7	-	1/5.6	1/5.6
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	3/16.7	4/22.2	7/38.9	-	2/11.1	2/11.1
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	1/5.6	6/33.3	6/33.3	3/16.7	1/5.6	1/5.6

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	6/33.3	7/38.9	-	2/11.1	1/5.6	2/11.1
51. A high percentage of graduates are placed in the occupation for which they are trained.	4/22.2	8/44.4	2/11.1	1/5.6	1/5.6	2/11.1
52. An organized school placement service is available to all vocational graduates.	1/5.6	2/11.1	4/22.2	5/27.8	3/16.7	3/16.7
53. Vocational teachers actively seek the employment needs of the community.	4/22.2	10/55.6	1/5.6	1/5.6	1/5.6	1/5.6
54. Students use sources other than the teacher and/or school to find entry-level jobs.	4/22.2	7/38.9	2/11.1	1/5.6	1/5.6	3/16.7
55. Your program has a favorable reputation in the community and among employers.	7/38.9	7/38.9	-	1/5.6	1/5.6	2/11.1
56. The "average" citizen knows about your program and what it has to offer.	2/11.1	6/33.3	5/27.8	3/16.7	1/5.6	1/5.6
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	3/16.7	6/33.3	3/16.7	1/5.6	1/5.6	4/22.2

TABLE 14 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	3/16.7	9/50.0	3/16.7	-	2/11.1	1/5.6
59. Career occupation information has been developed at the pre-vocational grade level.	4/22.2	4/22.2	5/27.8	1/5.6	2/11.1	2/11.1
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	6/33.3	6/33.3	4/22.2	-	1/5.6	1/5.6

Item 59 (occupational information). More than a fifth indicated "Major Improvements Needed" in Item 6 (areas of resources), Items 11-12 (parental involvement), Item 16 (tools and supplies), Item 27 (advisory committee assistance), Item 31 (occupational survey), Item 48 (factors preventing the completion of programs), and Item 60 (resource persons).

Generally, the teachers--like the counselors--did not identify many areas needing major improvements. Although the ratings were divided in many cases, the trend with teachers was toward adequate or better ratings. These data appear as Table 15.

Guidance Counselors' Responses to "Self-Evaluation"

At least half of the counselors rated their vocational-technical programs "Excellent" in only two areas: Item 5 (interaction among administrators, etc.) and Item 38 (membership in vocational youth organizations). Also half or more of the counselors rated their programs"Satisfactory" in only six areas: Item 14 (changes in student's program), Item 15 (assistance in program changes), Item 19 (good community relations), Item 30 (follow-up requests), Item 41 (student pride in workmanship), and Item 54 (sources for entry-level jobs). With the exception of Item 18 (adequate working and storage space), which half of the counselors rated "Some Improvement Needed," no other item was agreed upon by as large a group. No counselor rated Item 10 (home visits) as "Excellent."

With some exceptions, more than half of the counselors rated their programsas either "Excellent" or "Satisfactory"; areas not so ranked by as large a group included Items 10-12 (parental involvement), Item 23 (training plans for occupational experience), Items 25-27 (advisory committees), Item 31 (annual occupational survey), Items 35-36 (program evaluation),

TABLE 15

FREQUENCIES AND PERCENTAGES FOR TEACHERS'
RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed: No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	5/27.8	10/55.6	2/11.1	1/5.6	-	-
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	8/44.4	8/44.4	1/5.6	1/5.6	-	-
3. Projects in your program are related to other subject area classes.	4/22.2	7/38.9	3/16.7	1/5.6	-	3/16.7
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	4/22.2	6/33.3	5/27.8	2/11.1	1/5.6	-
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	5/27.8	10/55.6	2/11.1	1/5.6	-	-
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	4/22.2	5/27.8	5/27.8	4/22.2	-	-

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	2/11.1	6/33.3	5/27.8	3/16.7	1/5.6	1/5.6
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	2/11.1	4/22.2	7/38.9	1/5.6	2/11.1	2/11.1
9. Teachers and students review and understand test results as occupational plans are discussed.	-	8/44.4	5/27.8	1/5.6	2/11.1	2/11.1
10. Home visits are made to every interested vocational-technical student prior to enrollment.	1/5.6	1/5.6	2/11.1	3/16.7	7/38.9	4/22.2
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	1/5.6	5/27.8	5/27.8	5/27.8	1/5.6	1/5.6
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	-	4/22.2	-	7/38.9	4/22.2	3/16.7

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	3/16.7	8/44.4	4/22.2	2/11.1	1/5.6	-
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	2/11.1	11/61.1	2/11.1	-	1/5.6	2/11.1
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	4/22.2	9/50.0	3/16.7	1/5.6	-	1/5.6
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	5/27.8	6/33.3	2/11.1	5/27.8	-	-
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	6/33.3	7/38.9	3/16.7	2/11.1	-	-
18. Each student is provided adequate working space and storage facilities.	4/22.2	4/22.2	6/33.3	3/16.7	1/5.6	-
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	7/38.9	7/38.9	4/22.2	-	-	-

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	6/33.3	7/38.9	2/11.1	-	-	3/16.7
21. The teacher belongs to and participates in local civic or other similar organizations.	7/38.9	9/50.0	2/11.1	-	-	-
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	4/22.2	10/55.6	2/11.1	1/5.6	1/5.6	-
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	2/11.1	9/50.0	3/16.7	2/11.1	-	2/11.1
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	7/38.9	2/11.1	4/22.2	2/11.1	-	3/16.7
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	5/27.8	5/27.8	4/22.2	1/5.6	2/11.1	1/5.6

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs	2/11.1	4/22.2	6/33.3	3/16.7	2/11.1	1/5.6
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3/16.7	3/16.7	6/33.3	4/22.2	1/5.6	1/5.6
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	4/22.2	7/38.9	1/5.6	2/11.1	1/5.6	3/16.7
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	4/22.2	7/38.9	2/11.1	-	3/16.7	2/11.1
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	8/44.4	6/33.3	-	1/5.6	2/11.1	1/5.6

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	-	6/33.3	5/27.8	4/22.2	1/5.6	2/11.1
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	9/50.0	5/27.8	3/16.7	1/5.6	-	-
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	8/44.4	8/44.4	2/11.1	-	-	-
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	7/38.9	7/38.9	4/22.2	-	-	-
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	2/11.1	5/27.8	6/33.3	3/16.7	1/5.6	1/5.6
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	2/11.1	9/50.0	5/27.8	1/5.6	-	1/5.6
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	8/44.4	6/33.3	3/16.7	-	-	1/5.6

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	15/83.3	1/5.6	-	1/5.6	-	1/5.6
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	7/38.9	5/27.8	3/16.7	2/11.1	-	1/5.6
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	10/55.6	4/22.2	2/11.1	1/5.6	-	1/5.6
41. Students exhibit genuine pride in quality workmanship.	4/22.2	12/66.7	2/11.1	-	-	-
42. Instruction is provided on human relations.	7/38.9	11/61.1	-	-	-	-
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	7/38.9	8/44.4	2/11.1	1/5.6	-	-

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	1/5.6	15/83.3	2/11.1	-	-	-
45. Ethical practices and standards are goals of the program.	10/55.6	7/38.9	1/5.6	-	-	-
46. A program of instruction is tailored to the needs and abilities of the individual students.	8/44.4	7/38.9	2/11.1	1/5.6	-	-
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	8/44.4	4/22.2	5/27.8	-	-	1/5.6
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	1/5.6	2/11.1	7/38.9	4/22.2	-	4/22.2
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	3/16.7	6/33.3	3/16.7	1/5.6	2/11.1	3/16.7

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	4/22.2	9/50.0	3/16.7	-	-	2/11.1
51. A high percentage of graduates are placed in the occupation for which they are trained.	4/22.2	6/33.3	5/27.8	-	-	3/16.7
52. An organized school placement service is available to all vocational graduates.	5/27.8	1/5.6	1/5.6	3/16.7	2/11.1	6/33.3
53. Vocational teachers actively seek the employment needs of the community.	4/22.2	8/44.4	4/22.2	-	-	2/11.1
54. Students use sources other than the teacher and/or school to find entry-level jobs.	6/33.3	7/38.9	2/11.1	-	1/5.6	2/11.1
55. Your program has a favorable reputation in the community and among employers.	9/50.0	6/33.3	1/5.6	1/5.6	-	1/5.6
56. The "average" citizen knows about your program and what it has to offer.	4/22.2	9/50.0	5/27.8	-	-	-
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	4/22.2	7/38.9	6/33.3	-	-	1/5.6

TABLE 15 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	8/44.4	7/38.9	3/16.7	-	-	-
59. Career occupation information has been developed at the pre-vocational grade level.	2/11.1	4/22.2	3/16.7	3/16.7	4/22.2	2/11.1
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	5/27.8	2/11.1	6/33.3	4/22.2	-	1/5.6

Item 48 (factors preventing completion of programs), Item 52 (placement service), and Items 56-57 (citizen knowledge and support).

Only in Item 10 (home visits) did a relatively large number (22 percent) of counselors feel that there was "No Effort Made." A similar number felt there were "Major Improvements Needed" in Items 8, 10, 31, 48, and 52.

With these exceptions, a high proportion of counselors generally did not identify a large number of areas in which "No Effort" was made or "Major Improvements" were needed. In a few areas about one-fourth identified areas where "Some Improvements" were needed, but these were generally offset by larger numbers agreeing that the area was "Satisfactory" or "Excellent." These data appear as Table 16.

Students' Responses to "Self-Evaluation"

Students' responses generally fell into a pattern similar to that of guidance counselors, teachers, and principals. Since the student sample was over ten times as large as any of the other three groups, this generally supports the accuracy of the smaller groups perceptions.

Students were more likely to assign a rating of "Some Improvement Needed" to many items than were principals; however, so did teachers and counselors. As with the other groups, a large proportion (approaching or exceeding half) of the students assigned high ("Satisfactory" or "Excellent") ratings to most items. Students identified areas which needed improvement that had also been identified by the other groups.

A careful comparison of student and teacher responses indicated that while some students generally did not rate each item as high as teachers, with the exception of Items 30, 32, 34, 35, 37, and 48, the percentage of teachers and students rating items in the same way was remarkably similar.

TABLE 16

FREQUENCIES AND PERCENTAGES FOR GUIDANCE COUNSELORS' RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	5/27.8	7/38.9	3/16.7	3/16.7	-	-
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	8/44.4	7/38.9	2/11.1	1/5.6	-	-
3. Projects in your program are related to other subject area classes.	4/22.2	8/44.4	3/16.7	1/5.6	1/5.6	1/5.6
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	8/44.4	5/27.8	5/27.8	-	-	-
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	9/50.0	4/22.2	5/27.8	-	-	-
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	4/22.2	7/38.9	4/22.2	3/16.7	-	-

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	5/27.8	7/38.9	4/22.2	1/5.6	-	1/5.6
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	3/16.7	7/38.9	4/22.2	4/22.2	-	-
9. Teachers and students review and understand test results as occupational plans are discussed.	4/22.2	6/33.3	6/33.3	2/11.1	-	-
10. Home visits are made to every interested vocational-technical student prior to enrollment.	-	2/11.1	2/11.1	5/27.8	4/22.4	5/27.8
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	1/5.6	4/22.2	8/44.0	3/16.7	-	2/11.1
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	2/11.1	4/22.2	5/27.8	1/5.6	3/16.7	3/16.7

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	4/22.2	6/33.3	4/22.4	2/11.1	1/5.6	1/5.6
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	6/33.3	11/61.1	-	-	1/5.6	-
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	8/44.4	9/50.0	-	-	1/5.6	-
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	4/22.4	7/38.9	5/27.8	2/11.1	-	-
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	4/22.2	7/38.9	4/22.2	2/11.1	-	1/5.6
18. Each student is provided adequate working space and storage facilities.	2/11.1	5/27.8	9/50.0	2/11.1	-	-
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	3/16.7	9/50.0	3/16.7	2/11.1	-	1/5.6

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	7/38.9	7/38.9	1/5.6	-	-	3/16.7
21. The teacher belongs to and participates in local civic or other similar organizations.	5/27.8	7/38.9	2/11.1	-	1/5.6	3/16.7
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	5/27.8	7/38.9	2/11.1	1/5.6	2/11.1	1/5.6
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	2/11.1	5/27.8	5/27.8	1/5.6	1/5.6	4/22.2
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	6/33.3	5/27.8	2/11.1	2/11.1	-	3/16.7
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	2/11.1	3/16.7	5/27.8	3/16.7	1/5.6	4/22.2

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	2/11.1	3/16.7	3/16.7	2/11.1	1/5.6	7/38.9
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3/16.7	2/11.1	3/16.7	2/11.1	1/5.6	7/38.9
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	6/33.3	6/33.3	3/16.7	1/5.6	1/5.6	1/5.6
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	4/22.2	6/33.3	2/11.1	3/16.7	1/5.6	2/11.1
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	5/27.8	9/50.0	1/5.6	1/5.6	1/5.6	1/5.6

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	3/16.7	2/11.1	5/27.8	4/22.2	2/11.1	2/11.1
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	6/33.3	4/22.2	3/16.7	3/16.7	-	2/11.1
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	6/33.3	6.33.3	4/22.2	1/5.6	-	1/5.6
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	6/33.3	3/16.7	6/33.3	-	1/5.6	2/11.1
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	1/5.6	5/27.8	3/16.7	2/11.1	3/16.7	4/22.2
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	2/11.1	5/27.8	3/16.7	1/5.6	2/11.1	5/27.8
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	8/44.4	6/33.3	1/5.6	1/5.6	-	2/11.1

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	11/61.1	5/27.8	-	1/5.6	-	1/5.6
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	3/16.7	6/33.3	2/11.1	-	1/5.6	6/33.3
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	6/33.3	4/22.2	4/22.2	-	-	4/22.2
41. Students exhibit genuine pride in quality workmanship.	6/33.3	9/50.0	1/5.6	1/5.6	-	1/5.6
42. Instruction is provided on human relations.	5/27.8	7/38.9	2/11.1	2/11.1	-	2/11.1
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	5/27.8	5/27.8	5/27.8	-	-	3/16.7

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	7/38.9	5/27.8	5/27.8	-	-	1/5.6
45. Ethical practices and standards are goals of the program.	8/44.4	6/33.3	2/11.1	-	-	2/11.1
46. A program of instruction is tailored to the needs and abilities of the individual students.	6/33.3	5/27.8	3/16.7	2/11.1	-	2/11.1
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	8/44.4	6/33.3	1/5.6	1/5.6	-	2/11.1
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	4/22.2	3/16.7	5/38.9	4/22.2	-	2/11.1
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	3/16.7	6/33.3	4/22.2	1/5.6	1/5.6	3/16.7

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	4/22.2	7/38.9	4/22.2	1/5.6	-	2/11.1
51. A high percentage of graduates are placed in the occupation for which they are trained.	5/27.8	6/33.3	2/11.1	3/16.7	-	2/11.1
52. An organized school placement service is available to all vocational graduates.	2/11.1	1/5.6	6/33.3	5/27.8	3/16.7	1/5.6
53. Vocational teachers actively seek the employment needs of the community.	5/27.8	6/33.3	4/22.2	1/5.6	-	2/11.1
54. Students use sources other than the teacher and/or school to find entry-level jobs.	2/11.1	10/55.6	4/22.2	1/5.6	-	1/5.6
55. Your program has a favorable reputation in the community and among employers.	7/38.9	6/33.3	4/22.2	-	-	1/5.6
56. The "average" citizen knows about your program and what it has to offer.	2/11.1	4/22.2	8/44.4	3/16.7	-	1/5.6
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	1/5.6	7/38.9	3/16.7	3/16.7	-	4/22.2

TABLE 16 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	7/38.9	7/38.9	3/16.7	1/5.6	-	-
59. Career occupation information has been developed at the pre-vocational grade level.	4/22.2	7/38.9	1/5.6	4/22.2	1/5.6	1/5.6
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	7/38.9	6/33.3	3/16.7	2/11.1	-	-

These data appear as Table 17.

Additional Analyses

Additional tabular presentations of the 20 components of "quality" programs and the "Self-Evaluation" checklist were made. These data include frequencies and percentages by program area and by respondent group and mean values by program area and respondent group. Tabular presentations of this material appear as Appendix I. A detailed list of these tables may be found under Appendices in the Table of Contents.

TABLE 17

FREQUENCIES AND PERCENTAGES FOR STUDENTS'
RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	98/28.0	163/46.6	53/15.1	14/4.0	4/1.1	17/4.9
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	146/41.7	111/31.7	37/10.6	23/6.6	27/7.7	6/1.7
3. Projects in your program are related to other subject area classes.	80/22.9	144/41.1	57/16.3	16/4.6	17/4.9	36/10.3
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	92/26.3	98/28.0	68/19.4	38/10.9	18/5.1	36/10.3
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	91/26.0	138/39.4	56/16.0	28/8.0	16/4.6	21/6.0
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	89/25.4	87/24.9	111/31.7	18/5.1	14/4.0	20/5.7

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	99/28.3	132/37.7	48/13.7	37/10.6	14/4.0	20/5.7
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	40/11.4	109/31.1	71/20.3	29/3.8	25/7.1	76/21.7
9. Teachers and students review and understand test results as occupational plans are discussed.	89/25.4	116/18.3	36/10.3	36/10.3	9/2.6	
10. Home visits are made to every interested vocational-technical student prior to enrollment.	16/4.6	30/8.6	42/12.0	34/9.4	145/41.4	83/23.7
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	42/12.0	92/26.3	76/21.7	38/10.9	50/14.3	52/14.9
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	42/12.0	62/17.7	58/16.6	37/10.6	50/14.3	101/28.9

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	45/12.9	126/36.0	71/20.3	33/10.9	27/7.7	43/12.3
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	91/26.0	114/32.6	55/15.7	33/9.4	21/6.0	36/10.3
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	108/30.9	121/34.6	55/15.7	38/8.0	23/6.6	15/4.3
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	101/28.9	120/34.3	79/22.6	22/6.3	19/5.4	9/2.6
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	99/28.3	134/38.3	67/19.7	28/8.0	16/4.6	6/1.7
18. Each student is provided adequate working space and storage facilities.	105/30.0	99/28.3	85/24.3	32/9.1	25/7.1	4/1.1
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	98/28.0	114/32.6	58/16.6	22/6.3	26/7.4	32/9.1

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	81/23.1	96/27.4	38/10.9	26/7.4	18/5.1	91/26.0
21. The teacher belongs to and participates in local civic or other similar organizations.	73/20.9	105/30.0	24/6.9	15/4.3	20/2.6	113/32.3
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	79/22.6	128/36.6	60/17.1	24/6.9	30/8.6	29/8.3
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	47/13.4	93/26.6	85/24.3	28/8.0	33/9.4	64/18.3
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	78/22.3	98/28.0	37/10.6	8/2.3	25/7.1	104/29.7
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	47/13.4	82/23.4	38/10.9	23/6.6	30/8.6	130/37.1

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	33/9.4	86/24.6	51/14.6	28/8.0	26/7.4	126/36.0
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	41/11.7	94/26.9	44/12.6	29/ 8.3	29/8.3	113/32.3
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	65/18.6	90/25.7	53/15.1	33/9.4	19/5.14	90/25.7
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	51/14.6	108/30.9	52/14.9	34/9.7	21/6.0	84/24.0
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	72/20.6	93/26.6	55/15.7	28/8.0	14/4.0	88/25.1

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	50/14.3	89/25.4	46/13.1	30/8.6	34/9.7	101/28.9
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	66/18.9	112/32.0	69/19.7	34/9.7	21/6.0	48/13.7
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	126/36.0	118/33.7	43/12.3	23/6.6	20/5.7	20/5.7
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	59/16.9	115/32.9	59/16.9	35/10.0	23/6.6	59/16.9
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	47/13.4	56/16.0	82/23.4	19/5.4	37/10.6	109/31.1
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	32/9.1	83/23.7	69/19.7	23/6.6	34/9.7	109/31.1
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	54/15.4	119/34.0	71/20.3	31/8.9	24/6.9	51/14.6

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	92/26.3	127/36.3	62/17.7	22/6.3	16/4.6	31/8.9
45. Ethical practices and standards are goals of the program.	96/27.4	137/39.1	57/16.3	15/4.3	18/5.1	27/7.7
46. A program of instruction is tailored to the needs and abilities of the individual students.	75/21.4	133/38.0	62/17.7	33/9.4	24/6.9	23/6.6
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	104/29.7	105/30.0	54/15.4	22/6.3	12/3.4	53/15.1
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	78/22.3	75/21.4	80/22.9	35/10.0	31/8.9	51/14.6
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	76/21.7	78/22.3	60/17.1	36/10.3	41/11.7	59/16.9

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	107/30.6	110/31.4	51/14.6	14/4.0	36/10.3	32/9.1
51. A high percentage of graduates are placed in the occupation for which they are trained.	87/24.9	101/28.9	70/20.0	27/7.7	20/5.7	45/12.9
52. An organized school placement service is available to all vocational graduates.	34/9.7	73/20.9	62/17.7	40/11.4	39/11.1	102/29.1
53. Vocational teachers actively seek the employment needs of the community.	77/22.2	107/30.6	56/16.0	32/9.1	27/7.7	51/14.6
54. Students use sources other than the teacher and/or school to find entry-level jobs.	83/23.7	138/39.4	58/16.6	12/3.4	15/4.3	44/12.6
55. Your program has a favorable reputation in the community and among employers.	175/50.0	88/25.1	40/11.4	19/5.4	9/2.6	19/5.4
56. The "average" citizen knows about your program and what it has to offer.	88/25.1	99/28.3	75/21.4	48/13.7	19/5.4	21/6.0
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	95/27.1	106/30.3	55/15.7	33/9.4	22/6.3	39/11.1

TABLE 17 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	80/22.9	112/32.0	69/19.7	42/12.0	26/7.4	21/6.0
59. Career occupation information has been developed at the pre-vocational grade level.	57/16.3	118/33.7	64/18.3	26/7.4	19/5.4	66/18.9
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	102/29.1	107/30.6	61/17.4	21/6.0	18/5.1	41/11.7

SECTION V

GENERAL PROGRAM SURVEY

As outlined in the Procedures section, a general information questionnaire was completed by the teachers during the site visit or immediately after the conclusion of the visit. (See Appendix G). These data were sought to provide a more detailed look at several aspects of the program related to the components for "quality" vocational-technical programs and to facilitate future instrument revision and expansion.

In general, the 18 schools either have a wide range of vocational-technical areas represented or offer, for example, only home economics and/or agricultural education. All teachers surveyed, representing the range of vocational courses, provided similar answers to a wide range of questions. These results indicated that: (1) all teachers encourage parents to visit the schools; (2) teachers are members of professional organizations; (3) most programs have an advisory council; (4) all programs have a youth organization which the program area teacher generally sponsors; and (5) programs generally have community support.

Several questions pertained to curriculum development, and some weaknesses were indicated by the teachers. First, program objectives exist for most of the programs and have been revised within the past two years. However, enough teachers indicated that either no objectives had been formulated or those in existence had not been revised in some time to warrant concern in this area. Major curriculum concerns included the testing programs, program evaluation, and program revisions.

Only about one-half of the teachers indicated that a testing program was in effect in their schools. Even these reported that the results were seldom analyzed in conferences with the parents and students. Another indication that testing is not adequate is evident from the fact that some teachers specifically indicated that guidance counselors, although closely involved with testing, did not actively support the vocational programs Furthermore, few if any parent-teacher joint conferences were held before a student entered a specific program and afterward only where a problem arose. Joint conferences with the student-coordinator-employer were indicated both on a scheduled basis and on an "if needed" basis.

Program evaluations seemed to be prevalent in the vocational-technical areas. In general, the teachers evaluate their programs in the form of biannual written reports. Evaluations of the occupational aspects of the programs also were done through written reports in some cases, while others used employer-teacher conferences. Most programs use follow-up surveys which, in general, do not include dropouts. Returns on the follow-up surveys ranged from 20 percent to 95 percent, but only "sometimes" were the results used to revise the program. The teachers did report that 50 percent or more of the students complete their programs, 50 percent or more took jobs in the "cluster" for which they were trained, and about 50 percent actually were employed where they got their occupational experience.

Only some of the programs had a placement service. Finally, in the overall evaluation of their programs, the teachers felt it important that a positive change in the students' attitudes was observed.

It has been noted that results of the follow-up surveys were generally not used specifically for curriculum revision. Most teachers also surveyed the local employment opportunities periodically, but again little application was made of these results in terms of revising the curriculum.

The vocational-technical teachers can be described as a cooperative, well-trained, professional group. They confer and plan with the general education teachers; they cooperate with each other in placing students in their programs; they spend time preparing instructional materials for their classes; and they participate in their professional organizations. A large number have actual work experience in the areas in which they are certified. A majority of the teachers indicated satisfaction with their salaries, while a few were dissatisfied because of different lengths of contracts and the salaries of uncertified persons in similar positions.

Another point of dissatisfaction was the shortage of space in some of the schools. The vocational-technical programs were found to be open to 75 percent or more of the applicants depending on the area involved. As previously indicated, the students have the vocational-technical teachers' guidance in selecting the proper courses; and, when changes are necessary and the program permits, changes are allowed. Students are acquainted with the programs through vocational fairs, career tours, guidance counselor conferences, field trips, group discussions, and films. The general public is kept informed through newspaper articles, radio reports, local community groups, business groups, parents, and reports from students.

SECTION VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Preliminary investigations indicated an inadequacy of material which could be used by teachers, administrators, and supervisory personnel in determining and measuring the quality of vocational-technical programs.

The basic purpose of this study was to establish a model for evaluation of the quality of secondary vocational-technical programs in the State of Tennessee. Two specific objectives of the study were (1) to determine an acceptable definition of "quality" in vocational-technical education and (2) to test the workability of this definition in selected secondary vocational-technical programs across the state.

As was explained in the Procedures section of this report, related literature was used to develop a tentative definition for "quality" secondary vocational-technical programs. Concurrently, 20 of the most important components of a quality vocational-technical program were summarized. Knowing this was a library research effort at this point and lacked validity in terms of field inputs, the researcher circulated the tentative definition and 20 components to teacher-educators in vocational-technical areas at the University of Tennessee, Knoxville and to selected regional supervisors for review.

There being no specific measure for quality vocational programs in the State of Tennessee, the research team decided to ask the regional supervisor(s) in each of the three main divisions of the State to identify four programs in his area with quality characteristics. From these four suggestions the researcher drew at random three programs from each area. This sample represented 18 programs in each region or nine programs in each program area across the State. Once an identification had been made of the programs to be used, a letter was written to the principals of the 54 schools asking their cooperation by participating in the study. The principals were sent packets of material including an explanation of the study, how they were identified for participation, and a request that they give other enclosed copies of the tentative definition and components to guidance counselors and teachers connected with the selected vocational-technical programs. The responses to this mailing served as the basis for ranking components of quality programs. When an analysis of the responses to the "Components for Quality Vocational-Technical Programs" checklist from principals, teachers, and guidance counselors was made, it was found that five components were classed as "Essential"; 11 components were classed as "Highly Desirable"; and 4 components were classed as "Desirable." Additional analyses were made by program area.

Concurrent with the securing of responses concerning the definition and 20 components from principals, teachers, and guidance counselors across the State, 60 items (three to measure each component) were developed to evaluate vocational-technical programs on the basis of the 20 components. The items were written, reviewed and revised by vocational-technical teacher-educators, curriculum specialists, vocational-technical doctoral students, and research team members.

From the initial 54 schools one school in each program area in each region was selected to participate in Phase II of the study. This sample included only those from whom responses by all three professional groups to the initial mailing were received. In this phase senior-level students' responses were secured. The purpose of this phase of the study was to have a sample of the participants rate their local vocational-technical program using the 60-item instrument, "Self-Evaluation for Vocational-Technical Programs."

When the responses to the 60 items were analyzed in terms of the 20-component categorizations of "Essential," "Highly Desirable," and "Desirable," the data showed that the mean of the "Essential" items was 4.05, the mean of the "Highly Desirable" items was 3.78, and the mean of the "Desirable" items was 3.42.

In producing a model to be used for analysis, the researcher decided to analyze the three category groups based on the responses to the 60 items as a function of their component classification. It was interesting to note that the overall average variability for the groups of three items corresponding to the components termed "Essential" was 0.39; for those termed "Highly Desirable," 0.61; and for those termed "Desirable," 0.72. These scores showed that evaluations tended to be more homogeneous with an increase in the desirability of a component.

Since one of the major goals of this study was the production of a usable evaluation instrument for all levels of personnel, a non-complicated model was prepared using the results of this data. The items for the overall responses were grouped according to the previously defined classification scheme and weighted by multiplying those categorized "Essential" by 30, those categorized "Highly Desirable" by 20, and those categorized "Desirable" by 10. This weighting was to increase the visibility of differences in the grouping pattern in the figures. The "Self-Evaluation for Vocational-Technical Programs" instrument (60-item checklist) could be used as a part of the evaluation of any vocational-technical program.

The significant factor in analyzing this program would then be the deviations between the established component results and the three-item averages. It is important also to analyze the magnitude of the deviation in terms of the categorization as "Essential," "Highly Desirable," and "Desirable" components. In this manner, the instrument will locate those components in which improvement is needed. It should be stressed that the magnitude of a deviation is only an indication of the degree of improvement needed in the program area.

Conclusions

The research team secured agreement on a consensus definition of "quality" and the 20 most important components for quality vocational-technical programs from a representative group of vocational-technical personnel across the State of Tennessee. Vocational-technical personnel ranked the identified components as "Essential," "Highly Desirable," or "Desirable."

This study showed that among vocational-technical program areas there is general agreement as to what constitutes components of a quality program.

From the data it was possible to create a non-complicated model which can be used to assess the relative position of local programs with regard to those components identified as measuring quality programs.

Recommendations

The research team recommends the following:

1) That the proposed model be used in evaluating all vocational-technical programs in Tennessee and that these data be compared with results of this study.

    a) Data should be gathered from principals, teachers, and "senior-level" students.

   b) Valuable input could be secured from advisory council members, employers, and State supervisory personnel.

2) That graduates of vocational-technical programs be systematically followed up at the end of the first year out of a program and again after three years and asked to complete the "Self-Evaluation" checklist as part of a comprehensive follow-up.

   a) These data should be used to keep programs "current."

   b) Insights into possible weaknesses of vocational-technical programs might be provided by interviewing program "drop-outs."

3) That the "Self-Evaluation" checklist might be expanded to include sections of items specifically designed for each program area.

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APPENDICES

APPENDIX A

DEFINITION

A "quality" vocational-technical program will enroll an interested (even though disadvantaged and/or handicapped) student, assess his needs and abilities, and prepare him for successful entry-level employment (without additional training in the same skills) in the occupational "cluster" for which he, his parents, and the teacher have jointly agreed he should train.

REACTION

COMPONENTS OF "QUALITY" VOCATIONAL-TECHNICAL PROGRAMS

All "quality" vocational-technical programs should:

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
1. Advance, not conflict with, the objectives of the total educational program.						
2. Have support of administration (as much as academic programs), guidance counselors, and other teachers.						
3. Provide testing and vocational guidance services so that each student can be guided into a proper vocational program.						
4. Arrange parent-student-teacher conference when student is enrolled.						
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.						
6. Provide "adequate" physical facilities and equipment and appropriate instructional materials.						
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related work experience, who are proficient in skills they teach, and who engage in professional growth activities.						
8. Provide cooperative work experience or simulated work experience in classroom setting.						
9. Actively use "representative" advisory committees in program planning and evaluation.						
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.						
11. Make periodic surveys of employment opportunities and make needed changes to keep curriculum relevant.						
12. Have plan of continuing and systematic evaluation for improvement and development of program.						

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
13. Endorse related vocational youth organizations for leadership and development.						
14. Develop student's awareness of the individual's responsibilities as a participating, productive, voting citizen in a democratic society.						
15. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits, and create the desire to continue personal and occupational development.						
16. Emphasize need for ethical practices and standards in the conduct of business.						
17. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.						
18. Place majority of students in the occupational "cluster" for which they are trained.						
19. Make an organized school placement service available to graduates.						
20. Keep public informed - have support of community.						
21. Use all available means to acquaint elementary and junior high students with vocational-technical career opportunities.						

APPENDIX B

DEFINITION OF "QUALITY" VOCATIONAL-TECHNICAL PROGRAM

The following statement is a consensus definition of a "quality" vocational-technical program derived from a comprehensive review of current literature. Vocational-technical teacher educators at the University of Tennesses, Knoxville have reacted to this definition. Now we are asking for reactions from principals, vocational teachers, and guidance personnel. We hope to formulate a definition that is generally acceptable for all vocational-technical programs in Tennessee. Is this general definition acceptable to you? Would it be workable in your program? Your comments will be most valuable to the research team.

> A "quality" vocational-technical program will provide relevant occupational information, enroll an interested (even though disadvantaged and/or handicapped) student, assess his needs and abilities, and prepare him for successful entry-level employment (without additional training in the same skills) and place him in the occupational "cluster" for which he, his parents, and the teacher have jointly agreed he should train. It is assumed that "quality" programs will always strive to develop job-keeping and job-advancing skills.

COMMENTS

COMPONENTS FOR "QUALITY" VOCATIONAL-TECHNICAL PROGRAMS

Please indicate the importance you place on each component.

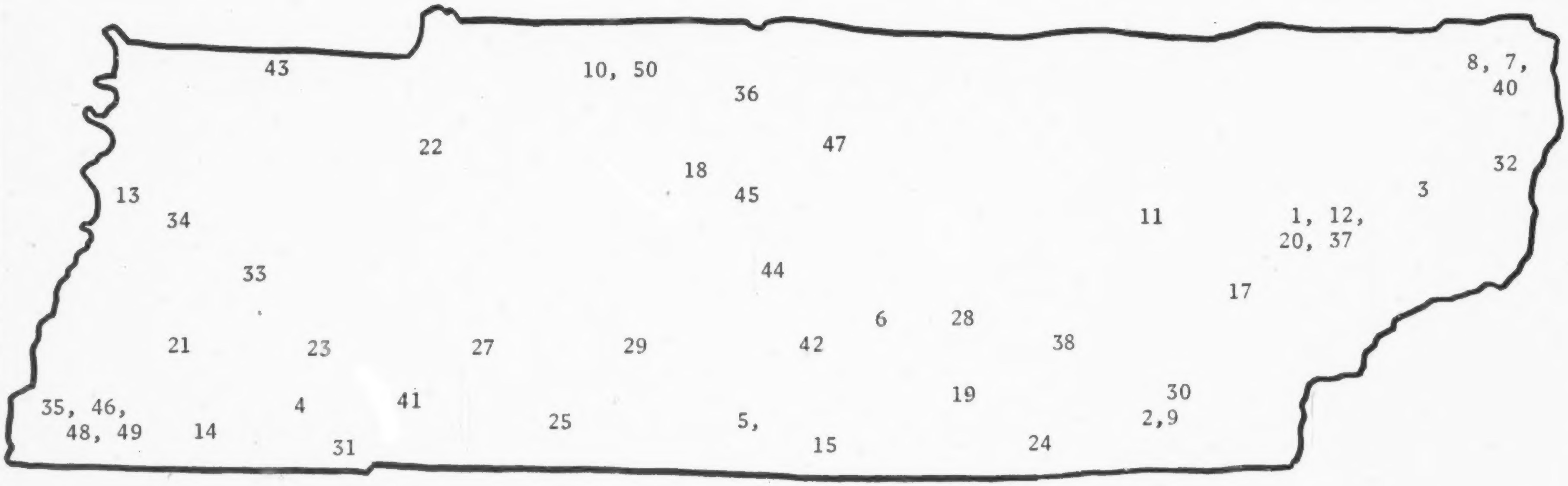
"Quality" vocational-technical programs should:

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
1. Complement, not conflict with, the objectives of the total educational program						
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs)						
3. Provide a broad-based testing program and vocational guidance services so that each student can select a proper vocational program						
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible						
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable						
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained						
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities						
8. Provide cooperative or directed occupational experience and/or simulated occupational experience						
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation						

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
10. Conduct periodic follow-up surveys of former students and keep up-to-date-records for use in program planning and evaluation						
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant						
12. Have plan of continuing and systematic internal evaluation for improvement and development of program						
13. Endorse and implement active leadership development program through related vocational youth organizations						
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development						
15. Stress the need for ethical practices and standards in the conduct of business						
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons						
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained						
18. Make an organized school placement service available to graduates						
19. Keep public informed - have "participatory" support of community						
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities						

If you feel that any necessary components have been overlooked, please add and rate them.

APPENDIX C



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5. Central High School (Fayetteville)
6. Central High School (Shelbyville)
7. Chuckey-Doak High School
8. Church Hill High School
9. Cleveland High School
10. Clarksville High School
11. Clinton High School
12. Doyle High School
13. Dyersburg High School
14. Fayette County High School
15. Franklin County High School
16. Gallatin High School
17. Greenback High School
18. Greenbrier High School
19. Grundy County High School
20. Halls High School
21. Haywood High School
22. Henry County High School
23. Jackson Area V-T School
24. Kirkman Tech.
25. Lawrence County H.S.
26. Lebanon High School
27. Lexington High School
28. McMinnville High School
29. Mt. Pleasant High School
30. McMinn County High School
31. McNairy Central High School
32. Morristown High School
33. Milan High School
34. Newbern Area V-T School
35. Northside High School
36. Portland High School
37. Powell High School
38. Rhea Central High School
39. Rickman High School
40. Rogersville High School
41. Savannah Central
42. Shelbyville H.S.
43. South Fulton H.S.
44. Smyrna High School
45. Stratford High
46. Treadwell H.S.
47. Trousdale H.S.
48. Westwood H.S.
49. Woodale H.S.
50. Clarksville Area Hospital

NAME AND LOCATION OF PHASE I SCHOOLS

APPENDIX D

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
CURRICULUM AND INSTRUCTION

March 27, 1972

Principal
High School
Anywhere, Tennessee

Dear Mr. Principal

A State-funded research project at the University of Tennessee, Knoxville is in progress to arrive at a consensus definition for "quality" in vocational-technical programs. The development of a model or models to facilitate local and State evaluations and program planning and development is another facet of the overall project. As you know, quality vocational-technical education has received even higher priority concern with the current national emphasis on Career Education at all grade levels.

The research team, in cooperation with State personnel, has identified programs with "quality" characteristics in each region by program area. Your Distributive Education program has been selected to participate in this study. Our initial request is for you, the Distributive Education teacher(s), and the guidance counselor(s) most familiar with this program to react to the consensus definition of "quality" for vocational-technical programs and to complete the attached checklist. As we refine the instrument and develop additional checklists, we will ask for your continued help. We feel that the varied experiences of principals, vocational-technical teachers and guidance personnel will provide valuable input for this research.

A copy of this letter and a stamped return envelope are attached to the forms to be given to the Distributive Education teacher and the guidance counselor. Could we please have the completed forms by April 14.

We feel that the success of this much-needed project and the implementation of its results depend largely on your cooperation and support. If you have any questions about this study, please call me collect at 615-974-3165.

Sincerely,

John R. Ray
Associate Professor

JRR:le

cc: Vocational-Technical Teacher
Guidance Counselor

APPENDIX E

DEFINITION OF "QUALITY" VOCATIONAL-TECHNICAL PROGRAM

The following statement is a consensus definition of a "quality" vocational-technical secondary program derived from a comprehensive review of current literature. Vocational-technical teacher educators at the University of Tennessee, Knoxville have reacted to this definition. Now we are asking for reactions from principals, vocational teachers, and guidance personnel. We plan to formulate a definition that is generally acceptable for all vocational-technical secondary programs in Tennessee. In the area of Home Economics, this definition applies only to Vocational Home Economics. Is this general definition acceptable to you? Would it be workable in your program? Your comments will be most valuable to the research team.

> A "quality" vocational-technical secondary program will provide current occupational information, enroll an interested, qualified student (regardless of his mental or physical potential), assess his needs and abilities, and prepare him for successful entry-level employment (without additional training in the same skills)* and place him in the occupational "cluster" for which he, his parents, the vocational teacher, guidance counselors, and other teachers have jointly agreed he should train. "Quality" programs will always strive to satisfy basic needs and to develop job-getting, job-keeping, and job-advancing skills.
>
> *The goal might be defined to provide training which would prepare him for entry into post-secondary and/or college training in his field.

Revised May, 1972

COMPONENTS FOR "QUALITY" VOCATIONAL-TECHNICAL PROGRAMS

Please indicate the importance you place on each component.

"Quality" vocational-technical programs should:

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
1. Complement, not conflict with, the objectives of the total educational program.						
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).						
3. Provide broad-based testing program and vocational guidance services so that each student can select a proper vocational program.						
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.						
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.						
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.						
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.						
8. Provide cooperative or directed occupational experience, and/or simulated occupational experience.						
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.						
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.						

	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
11. Make periodic surveys of employment opportunities and use findings to keep curriculum current.						
12. Have plan of continuing and systematic internal evaluation for improvement and development of program.						
13. Endorse and implement active leadership development program through related vocational youth organizations.						
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.						
15. Stress each student's total development within his mental and physical abilities.						
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.						
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.						
18. Make an organized school placement service available to graduates.						
19. Keep public informed - have "participatory" support of community.						
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.						

If you feel that any necessary components have been overlooked, please add and rate them.

APPENDIX F

School ______________________ Program Area ______________

Student ______ Teacher ______ Principal ______ Guidance Counselor ______

SELF EVALUATION FOR VOCATIONAL-TECHNICAL PROGRAMS

Please rate frankly your vocational-technical program using the following scale:

5 Excellent; very well done
4 Satisfactory; adequate
3 Some improvements needed; no crucial weakness(es)
2 Major improvements needed
1 No effort made
0 No opportunity to observe; not applicable

	High				Low	
	5	4	3	2	1	0
1. The program objectives and requirements are known and supported by the faculty and other students.						
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.						
3. Projects in your program are related to other subject area classes.						
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.						
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.						
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.						
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.						
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.						
9. Teachers and students review and understand test results as occupational plans are discussed.						

	High				Low	
	5	4	3	2	1	0
10. Home visits are made to every interested vocational-technical student prior to enrollment.						
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.						
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.						
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.						
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.						
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.						
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.						
17. Instructional materials used in addition to the testbooks are well selected, current and easily accessible.						
18. Each student is provided adequate working space and storage facilities.						
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.						
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.						
21. The teacher belongs to and participates in local civic or other similar organizations.						
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.						

	High				Low	
	5	4	3	2	1	0
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.						
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.						
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.						
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.						
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.						
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.						
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.						
30. Students are encouraged to reply to follow-up requests when contacted after graduation.						
31. A local occupational survey is completed annually to determine employment opportunities available.						
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.						
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.						
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.						

	High				Low	
	5	4	3	2	1	0
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.						
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.						
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.						
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.						
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.						
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.						
41. Students exhibit genuine pride in quality workmanship.						
42. Instruction is provided on human relations.						
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.						
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.						
45. Ethical practices and standards are goals of the program.						
46. A program of instruction is tailored to the needs and abilities of the individual students.						
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.						
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent students from completing their defined programs.						

	High				Low	
	5	4	3	2	1	0
49. An up-to-date file on job opportunities is maintained and made available to students in your department.						
50. The teacher actively assists graduates in securing employment in the occupational area for which they are						
51. A high percentage of graduates are placed in the occupation for which they are trained.						
52. An organized school placement service is available to all vocational graduates.						
53. Vocational teachers actively seek the employment needs of the community.						
54. Students use sources other than the teacher and/or school to find entry-level jobs.						
55. Your program has a favorable reputation in the community and among employers.						
56. The "average" citizen knows about your program and what it has to offer.						
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.						
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.						
59. Career occupation information has been developed at the pre-vocational grade level.						
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.						

COMMENTS AND/OR QUESTIONS

APPENDIX G

EIGHTEEN SCHOOLS - PHASE II

Central HIgh School
Bolivar, Tennessee 38008

Bradley Central High School
Occee Street
Cleveland, Tennessee 37311

Carter High School
Route #2
Strawberry Plains, Tennessee 37871

Clinton Sr. High School
Clinton, Tennessee 37716

Doyle High School
Route #10, Tipton Station Road
Knoxville, Tennessee 37920

Franklin County High School
Winchester, Tennessee 37398

Green Brier High School
Green Brier, Tennessee 37073

Halls High School
Emory Road
Knoxville, Tennessee 37918

Kirkman Technical High School
215 Chestnut Street
Chattanooga, Tennessee 37402

Lebanon High School
Lebanon, Tennessee 37087

McMinnville Area School
Highway 70 South
McMinnville, Tennessee 37110

Mt. Pleasant High School
Mt. Pleasant, Tennessee 38474

Northside High School
1212 Vollentine
Memphis, Tennessee 38107

Portland Senior High School
Portland, Tennessee

Rogersville High School
Rogersville, Tennessee 37857

South Fulton High School
South Fulton, Tennessee 42041

Treadwell High School
920 N. Highland
Memphis, Tennessee 38122

Trousdale County High School
Hartsville, Tennessee 37074

APPENDIX H

School ____________________

Teacher ____________________

Program ____________________

No. students enrolled: Seniors __________ Juniors __________

Other vocational-technical programs in the school ____________________

____

1. Are the program objectives written? ______ (Get a copy if possible.)
   When were they revised? ____________________
   Are there levels for all types of students? __________

2. Do vocational-technical teachers confer and plan with general education teachers? ____________________

3. Do you feel that you are treated fairly on salary (9/10/12 months' employment)? ____________

4. Do you feel that the administration and guidance counselors genuinely promote your program? ____________

5. What tests are given to vocational students? How often?
   Interest Inventory ____________________
   Achievement ____________________
   Others ____________________

6. How are results interpreted to teachers? ____________________
   To students? ____________________
   To parents? ____________________

7. Are parents encouraged to visit classrooms? ____________________

8. Do you have parent-teacher-student conferences before the student's program? ____________________ During program? ______________

9. Do all vocational teachers cooperate in the proper program placement of individual students? ____________ How? ____________________

   ____

10. Can a student make a change within his program (after enrolled)? ____
    How is this accomplished? ____________________

11. Is work space adequate? ________ Are storage facilities provided? _____

12. What teacher-prepared materials do you use? ____________________

    ____

13. Do you hold a permanent certificate? ______________
    In area of instruction? ______________
    When was your last paid occupational experience? ______________
    Length? ______________

14. To which professional organizations do you belong? ____________
____

15. Do you use cooperative or directed work experience? ____________
Do you have simulated occupational experience (lab)? ________
How often do you visit work stations? ________________
Do you do any supervising at work stations? ____________
How many hours (on the average) do students work outside of school hours? __________

16. Do you have an Advisory Committee? ______ If not, why? ______
____
How often do they meet? ____________________
What do they do?
Provide information and speakers ____
Help place students & graduates ____
Help establish standards ____
Assist in program evaluation ____
Others ____________________

17. Do you use follow-up surveys? ________
Who handles these? ____________________
What percentage of replies do you receive? ____________
Do you include dropouts? ____________________
Are results used to suggest curriculum changes? __________

18. How do you survey local employment opportunities? ____________
____
How often? ____________________
How are findings related to curriculum offerings? __________
____

19. Is your program internally evaluated? ________
How often? ____________________
Method(s) ____________________

20. Do you have a vocational youth organization? ______ If not, why?
____
Who sponsors? ____________________
Main problems encountered: ____________________
____

21. Do you have joint conference(s) - student, coordinator, employer?
______ How often? ____________________

22. How do you secure and use evaluations of the occupational experience part of the program? ____________________
____

23. Have you been successful in outlining program objectives and accomplishing them with disadvantaged and/or handicapped students in classes with "normal" students? ____________
Problems? ____________________
____

24. Do you observe any favorable changes in students' overall attitudes toward school, etc. after enrolling in the vocational-technical program? ______________________________

25. What percentage of your students complete defined programs? _______
Why do others not complete their programs? ______________________
____
____

26. Do you and/or the school feel responsible for placing graduates?
____

27. How many graduates are employed where they got occupational experience? ______________

28. How many graduates take jobs in the "cluster" for which they trained?
____

29. Do you have a placement service? ______________
If so, who coordinates it? ______________________

30. How do you attempt to keep public informed about your program? _____
____
____

31. Does the community support your program? ____________
If so, how? ______________________________
____
____

32. How do you and your school system acquaint students K-12 with career opportunities? ______________________________
____
____
Where do you currently begin? ______________________

33. What percentage of applicants do you enroll in your program? _______

COMMENTS

Please list six (6) members of your Advisory Committee and/or employers, with their addresses and phone numbers. If you use neither in your program, list "lay" persons who would know about your program.

1) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

2) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

3) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

4) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

5) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

6) Name ______________________________

Firm or Street ______________________________

City ______________ Phone ______________

APPENDIX I

TABLE 18

FREQUENCIES AND PERCENTAGES FOR AGRICULTURAL EDUCATION
PRINCIPALS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/75.0	1/12.5	-	1/12.5	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	6/75.0	2/25.0	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	2/25.0	3/37.5	2/25.0	1/12.5	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	6/75.0	2/25.0	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	-	3/37.5	5/62.5	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/62.5	1/12.5	2/25.0	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	2/25.0	4/50.0	2/25.0	-	-	-

TABLE 18 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/25.0	5/62.5	1/12.5	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/12.5	5/62.6	1/12.5	1/12.5	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	2/25.0	3/37.5	3/37.5	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	3/37.5	2/25.0	3/37.5	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	2/25.0	4/50.0	2/25.0	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	-	6/75.0	2/25.0	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	4/50.0	3/37.5	1/12.5	-	-	-
15. Stress each student's total development within his mental and physical abilities.	5/62.5	3/37.5	-	-	-	-

TABLE 18 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/12.5	6/75.0	1/12.5	-	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	5/62.5	3/37.5	-	-	-
18. Make an organized school placement service available to graduates.	-	4/50.0	3/37.5	1/12.5	-	-
19. Keep public informed - have "participatory" support of community.	3/37.5	4/50.0	1/12.5	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	3/37.5	3/37.5	2/25.0	-	-	-

TABLE 19

FREQUENCIES AND PERCENTAGES OF AGRICULTURAL EDUCATION TEACHERS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/85.7	1/14.3	-	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	3/42.9	3/42.9	1/14.3	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	1/14.3	2/28.6	4/57.1	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/14.3	2/28.6	3/42.9	1/14.3	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	-	4/57.1	3/42.9	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/71.4	2/28.6	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	4/57.1	2/28.6	1/14.3	-	-	-

TABLE 19 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/28.6	3/42.9	2/28.6	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	-	2/28.6	2/28.6	3/42.9	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	-	1/14.3	5/71.4	1/14.3	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	-	5/71.4	1/14.3	1/14.3	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	1/14.3	3/42.9	3.42.9	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	3/42.9	3/42.9	1/14.3	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	5/71.4	2/28.6	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	3/42.9	3/42.9	1/14.3	-	-	-

TABLE 19 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/14.3	3/42.9	3/42.9	-	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	3/42.9	4/57.1	-	-	-
18. Make an organized school placement service available to graduates.	-	1/14.3	4/57.1	2/28.6	-	-
19. Keep public informed - have "participatory" support of community.	4/57.1	3/42.9	-	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	2/28.6	4/57.1	1/14.3	-	-	-

TABLE 20

FREQUENCIES AND PERCENTAGES FOR AGRICULTURAL EDUCATION GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	5/62.5	2/25.0	1/12.5	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	4/50.0	4/50.0	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	1/12.5	4/50.0	2/25.0	1/12.5	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/12.5	3/37.5	4/50.0	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/25.0	3/37.5	3/37.5	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	6/75.0	-	2/25.0	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	1/12.5	5/62.5	2/25.0	-	-	-

TABLE 20 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	1/12.5	5/62.5	2/25.0	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/12.5	3/37.5	4/50.0	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	-	3/37.5	5/62.5	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	3/37.5	4/50.0	1/12.5	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	-	5/62.5	3/37.5	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/12.5	2/25.0	5/62.5	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	3/37.5	4/50.0	1/12.5	-	-	-
15. Stress each student's total development within his mental and physical abilities.	4/50.0	4/50.0	-	-	-	-

TABLE 20 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	2/25.0	4/50.0	1/12.5	1/12.5	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	2/25.0	3/37.5	2/25.0	1/12.5	-	-
18. Make an organized school placement service available to graduates.	-	4/50.0	2/25.0	1/12.5	-	-
19. Keep public informed - have "participatory" support of community.	1/12.5	4/50.0	2/25.0	1/12.5	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	2/25.0	4/50.0	2.25.0	-	-	-

TABLE 21

FREQUENCIES AND PERCENTAGES FOR DISTRIBUTIVE EDUCATION PRINCIPAL'S RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	3/37.5	3/37.5	-	1/12.5	-	1/12.5
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	6/75.0	2/25.0	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/37.5	2/25.0	2/25.0	1/12.5	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/25.0	2/25.0	4/50.0	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/25.0	1/12.5	4/50.0	1/12.5	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/62.5	2/25.0	1/12.5	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	2/25.0	2/25.0	2/25.0	-	1/12.5	1/12.5

TABLE 21 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/25.0	5/62.5	1/12.5	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	-	4/50.0	4/50.0	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	3/37.5	4/50.0	-	1/12.5	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	5/62.5	1/12.5	2/25.0	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	3/37.5	5/62.5	-	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	2/25.0	1/12.5	2/25.0	3/37.5	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	5/62.5	3/37.5	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	5/62.5	3/37.5	-	-	-	-

TABLE 21 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	-	5/62.5	2/25.0	1/12.5	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	6/75.0	2/25.0	-	-	-
18. Make an organized school placement service available to graduates.	-	4/50.0	2/25.0	1/12.5	-	1/12.5
19. Keep public informed - have "participatory" support of community.	3/37.5	4/50.0	-	1/12.5	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	5/62.5	3/37.5	-	-	-	-

TABLE 22

FREQUENCIES AND PERCENTAGES FOR DISTRIBUTIVE EDUCATION TEACHERS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/75.0	1/12.5	1/12.5	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	8/100.0	-	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	1/12.5	3/37.5	2/25.0	1/12.5	-	1/12.5
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	3/37.5	2/25.0	2/25.0	1/12.5	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	1/12.5	4/50.0	2/25.0	-	-	1/12.5
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/62.5	2/25.0	1/12.5	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	3/37.5	5/62.5	-	-	-	-

TABLE 22 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	4/50.0	4/50.0	-	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/12.5	1/12.5	4/50.0	2/25.0	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	2/25.0	2/25.0	4/50.0	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	4/50.0	1/12.5	2/25.0	1/12.5	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	2/25.0	4/50.0	2/25.0	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	2/25.0	3/37.5	2/25.0	1/12.5	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/87.5	1/12.5	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/75.0	2/25.0	-	-	-	-

TABLE 22 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/12.5	4/50.0	2/25.0	1/12.5	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	3/37.5	5/62.5	-	-	-
18. Make an organized school placement service available to graduates.	-	1/12.5	1/12.5	5/62.5	1/12.5	-
19. Keep public informed - have "participatory" support of community.	3/37.5	3/37.5	1/12.5	-	-	1/12.5
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	4/50.0	2/25.0	2.25.0	-	-	-

TABLE 23

FREQUENCIES AND PERCENTAGES FOR DISTRIBUTIVE EDUCATION
GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/87.5	-	1/12.5	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	6/75.0	2/25.0	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	-	6/75.0	1/12.5	1/12.5	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	3/37.5	4/50.0	1/12.5	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/25.0	3/37.5	3/37.5	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/62.5	1/12.5	2/25.0	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	7/87.5	-	-	1/12.5	-	-

TABLE 23 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/25.0	4/50.0	2/25.0	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	-	4/50.0	3/37.5	1/12.5	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	3/37.5	3/37.5	2/25.0	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	4/50.0	3/37.5	1/12.5	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	1/12.5	4/50.0	2/25.0	1/12.5	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/12.5	3/37.5	3/37.5	-	1/12.5	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	6/75.0	1/12.5	1/12.5	-	-	-
15. Stress each student's total development within his mental and physical abilities.	5/62.5	3/37.5	-	-	-	-

TABLE 23 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	2/25.0	4/50.0	1/12.5	1/12.5	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	6/75.0	1/12.5	1/12.5	-	-
18. Make an organized school placement service available to graduates.	-	2/25.0	3/37.5	3/37.5	-	-
19. Keep public informed - have "participatory" support of community.	2/25.0	4/50.0	2/25.0	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	5/62.5	2/25.0	1/12.5	-	-	-

TABLE 24

FREQUENCIES AND PERCENTAGES FOR HEALTH OCCUPATIONS PRINCIPALS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/77.8	2/22.2	-	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	5/55.6	4/44.4	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/33.3	5/55.6	1/11.1	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	4/44.4	2/22.2	2/22.2	-	1/11.1
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/22.2	4/44.4	3/33.3	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	6/66.7	3/33.3	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	5/55.6	3/33.3	1/11.1	-	-	-

TABLE 24 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/22.2	6/66.7	1/11.1	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/11.1	4/44.4	3/33.3	1/11.1	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	1/11.1	8/88.9	-	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	2/22.2	6/66.7	1/11.1	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	5/55.6	2/22.2	2/22.2	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	-	2/22.2	6/66.7	-	-	1/11.1
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	5/55.6	4/44.4	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/66.7	3/33.3	-	-	-	-

TABLE 24 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	2/22.2	3/33.3	2/22.2	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	1/11.1	5/55.6	3/33.3	-	-	-
18. Make an organized school placement service available to graduates.	1/11.1	6/66.7	1/11.1	1/11.1	-	-
19. Keep public informed - have "participatory" support of community.	-	7/77.8	2/22.2	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	2/22.2	6/66.7	1/11.1	-	-	-

TABLE 25

FREQUENCIES AND PERCENTAGES FOR HEALTH OCCUPATIONS TEACHERS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/77.8	1/11.1	1/11.1	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	9/100.0	-	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/33.3	4/44.4	2/22.2	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	3/33.3	5/55.6	1/11.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	3/33.3	6/66.7	-	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	9/100.0	-	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	5/55.6	4/44.4	-	-	-	-

TABLE 25 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	7/77.8	2/22.2	-	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	2/22.2	6/66.7	1/11.1	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	3/33.3	3/33.3	2/22.2	-	-	1/11.1
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	5/55.6	3/33.3	1/11.1	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	6/66.7	2/22.2	1/11.1	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	-	3/33.3	3/33.3	1/11.1	-	2/22.2
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	8/88.9	1/11.1	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	9/100.0	-	-	-	-	-

TABLE 25 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/33.3	3/33.3	2/22.2	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	3/33.3	6/66.7	-	-	-	-
18. Make an organized school placement service available to graduates.	1/11.1	5/55.6	3/33.3	-	-	-
19. Keep public informed - have "participatory" support of community.	4/44.4	5/55.6	-	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	4/44.4	5/55.6	-	-	-	-

TABLE 26

FREQUENCIES AND PERCENTAGES FOR HEALTH OCCUPATIONS GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	5/55.6	2/22.2	2/22.2	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	8/88.9	1/11.1	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/44.4	4/44.4	1/11.1	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/11.1	3/33.3	4/44.4	1/11.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	5/55.6	2/22.2	1/11.1	-	-	1/11.1
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	6/66.7	2/22.2	1/11.1	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	2/22.2	6/66.7	1/11.1	-	-	-

TABLE 26 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	3/33.3	3/33.3	3/33.3	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/11.1	5/55.6	3/33.3	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	4/44.4	3/33.3	2/22.2	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	3/33.3	4/44.4	2/22.2	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	5/55.6	2/22.2	2/22.2	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/11.1	2/22.2	1/11.1	5/55.6	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/77.8	1/11.1	1/11.1	-	-	-
15. Stress each student's total development within his mental and physical abilities.	5/55.6	3/33.3	1/11.1	-	-	-

TABLE 26 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/11.1	2/22.2	4/44.4	-	-	2/22.2
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	2/22.2	5/55.6	1/11.1	-	-	1/11.1
18. Make an organized school placement service available to graduates.	3/33.3	2/22.2	2/22.2	1/11.1	-	1/11.1
19. Keep public informed - have "participatory" support of community.	5/55.6	4/44.4	-	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	4/44.4	4/44.4	1/11.1	-	-	-

TABLE 27

FREQUENCIES AND PERCENTAGES FOR HOME ECONOMICS PRINCIPALS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/77.8	2/22.2	-	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	8/88.9	1/11.1	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/33.3	5/55.6	1/11.1	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/22.2	5/55.6	2/22.2	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	4/44.4	2/22.2	3/33.3	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	6/66.7	2/22.2	1/11.1	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	4/44.4	5/55.6	-	-	-	-

TABLE 27 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	3/33.3	5/55.6	-	-	-	1/11.1
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	2/22.2	3/33.3	4/44.4	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	4/44.4	2/22.2	3/33.3	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	4/44.4	2/22.2	3/33.3	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	4/44.4	5/55.6	-	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	3/33.3	3/33.3	2/22.2	1/11.1	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/77.8	1/11.1	1/11.1	-	-	-
15. Stress each student's total development within his mental and physical abilities.	9/100.0	-	-	-	-	-

TABLE 27 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/33.3	5/55.6	1/11.1	-	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	3/33.3	2/22.2	3/33.3	1/11.1	-	-
18. Make an organized school placement service available to graduates.	1/11.1	5/55.6	1/11.1	2/22.2	-	-
19. Keep public informed - have "participatory" support of community.	6/66.7	2/22.2	1/11.1	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	5/55.6	3/33.3	1/11.1	-	-	-

TABLE 28

FREQUENCIES AND PERCENTAGES FOR HOME ECONOMICS TEACHERS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	8/88.9	-	1/11.1	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	5/55.6	4/44.4	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/33.3	3/33.3	3/33.3	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/22.2	3/33.3	2/22.2	2/22.2	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	3/33.3	4/44.4	1/11.1	1/11.1	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	7/77.8	1/11.1	1/11.1	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	3/33.3	5/55.6	1/11.1	-	-	-

TABLE 28 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	2/22.2	4/44.4	2/22.2	-	-	1/11.1
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	-	7/77.8	1/11.1	1/11.1	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	-	4/44.4	4/44.4	1/11.1	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	3/33.3	4/44.4	2/22.2	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	4/44.4	4/44.4	-	-	-	1/11.1
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/11.1	4/44.4	4/44.4	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	8/88.9	1/11.1	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	9/100.0	-	-	-	-	-

TABLE 28 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	4/44.4	3/33.3	1/11.1	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	5/55.6	3/33.3	1/11.1	-	-
18. Make an organized school placement service available to graduates.	1/11.1	3/33.3	4/44.4	1/11.1	-	-
19. Keep public informed - have "participatory" support of community.	-	5/55.6	4/44.4	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	2/22.2	5/55.6	2/22.2	-	-	-

TABLE 29

FREQUENCIES AND PERCENTAGES FOR HOME ECONOMICS GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	9/90.0	-	1/10.0	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	9/90.0	1/10.0	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/40.0	4/40.0	2/20.0	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/10.0	5/50.0	4/40.0	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	5/50.0	5/50.0	-	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	8/80.0	2/20.0	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	6/60.0	2/20.0	-	1/10.0	-	1/10.0

TABLE 29 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	5/50.0	3/30.0	1/10.0	1/10.0	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/10.0	5/50.0	4/40.0	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	4/40.0	3/30.0	1/10.0	2/20.0	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	6/50.0	1/10.0	2/20.0	1/10.0	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	7/70.0	2/20.0	1/10.0	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	2/20.0	5/50.0	2/20.0	1/10.0	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/70.0	3/30.0	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/60.0	4/40.0	-	-	-	-

TABLE 29 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/30.0	5/50.0	1/10.0	-	-	1/10.0
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	5/50.0	3/30.0	1/10.0	1/10.0	-	-
18. Make an organized school placement service available to graduates.	3/30.0	3/30.0	4/40.0	-	-	-
19. Keep public informed - have "participatory" support of community.	3/30.0	4/40.0	2/20.0	1/10.0	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	6/60.0	3/30.0	1/10.0	-	-	-

TABLE 30

FREQUENICES AND PERCENTAGES FOR OFFICE OCCUPATIONS
PRINCIPALS' RESPONSES TO 20 COMPONENTS FOR QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/85.7	-	-	-	-	1/14.3
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	4/57.1	2/28.6	-	-	-	1/14.3
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/57.1	2/28.6	1/14.3	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/14.3	2/28.6	3/42.9	1/14.3	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/28.6	3/42.9	2/28.6	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	3/42.9	2/28.6	2/28.6	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	3/42.9	3/42.9	1/14.3	-	-	-

TABLE 30 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	4/57.1	3/42.9	-	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/14.3	4/57.1	1/14.3	1/14.3	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	2/28.6	3/42.9	2/28.6	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	1/14.3	4/57.1	2/28.6	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	1/14.3	5/71.4	1/14.3	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	2/28.6	3/42.9	2/28.6	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	5/71.4	1/14.3	1/14.3	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/85.7	1/14.3	-	-	-	-

TABLE 30 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/42.9	4/57.1	-	-	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	1/14.3	4/57.1	2/28.6	-	-	-
18. Make an organized school placement service available to graduates.	2/28.6	3/42.9	1/14.3	-	1/14.3	-
19. Keep public informed - have "participatory" support of community.	2/28.6	2/28.6	2/28.6	-	-	1/14.3
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	4/57.1	2/28.6	1/14.3	-	-	-

TABLE 31

FREQUENCIES AND PERCENTAGES FOR OFFICE OCCUPATIONS
TEACHERS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/75.0	-	-	1/12.5	-	1/12.5
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs)..	5/62.5	2/25.0		1/12.5	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	6/75.0	1/12.5	1/12.5	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	2/25.0	5/62.5	1/12.5	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	4/50.0	1/12.5	3/37.5	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	6/75.0	2/25.0	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	5/62.5	2/25.0	1/12.5	-	-	-

TABLE 31 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	3/37.5	4/50.0	1/12.5	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	-	5/62.5	3/37.5	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	2/25.0	3/37.5	3/37.5	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	3/37.5	4/50.0	1/12.5	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	4/50.0	1/12.5	3/37.5	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	-	5/62.5	2/25.0	1/12.5	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/87.5	1/12.5	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	7/87.5	1/12.5	-	-	-	-

TABLE 31 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	2/25.0	4/50.0	2/25.0	-	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	4/50.0	3/37.5	-	-	1/12.5
18. Make an organized school placement service available to graduates.	-	6/75.0	2/25.0	-	-	-
19. Keep public informed - have "participatory" support of community.	2/25.0	5/62.5	1/12.5	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	3/37.5	5/62.5	-	-	-	-

TABLE 32

FREQUENICES AND PERCENTAGES FOR OFFICE OCCUPATIONS GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/66.7	3/33.3	-	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	6/66.7	3/33.3	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	2/22.2	5/55.6	2/22.2	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/22.2	3/33.3	3/33.3	1/11.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	3/33.3	2/22.2	4/44.4	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	8/88.9	1/11.1	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	3/33.3	5/55.6	1/11.1	-	-	-

TABLE 32 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	3/33.3	3/33.3	3/33.3	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	2/22.2	1/11.1	6/66.7	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	3/33.3	4/44.4	2/22.2	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	2/22.2	4/44.4	3/33.3	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	2/22.2	5/55.6	2/22.2	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/11.1	3/33.3	5/55.6	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	5/55.6	3/33.3	1/11.1	-	-	-
15. Stress each student's total development within his mental and physical abilities.	4/44.4	5/55.6	-	-	-	-

TABLE 32 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/11.1	4/44.4	3/33.3	1/11.1	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	1/11.1	2/22.2	6/66.7	-	-	-
18. Make an organized school placement service available to graduates.	1/11.1	5/55.6	2/22.2	1/11.1	-	-
19. Keep public informed - have "participatory" support of community.	1/11.1	2/22.2	6/66.7	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	3/33.3	5/55.6	1/11.1	-	-	-

TABLE 33

FREQUENCIES AND PERCENTAGES OF TRADE AND INDUSTRIAL PRINCIPALS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/77.8	2/22.2	-	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	8/88.9	-	1/11.1	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/44.4	3/33.3	1/11.1	-	-	1/11.1
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	4/44.4	4/44.4	1/11.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	1/11.1	5/55.6	3/33.3	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	4/44.4	4/44.4	1/11.1	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	2/22.2	4/44.4	3/33.3	-	-	-

TABLE 33 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	1/11.1	4/44.4	4/44.4	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/11.1	22/22.2	6/66.7	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	1/11.1	3/33.3	5/55.6	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	4/44.4	3/33.3	2/22.2	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	6/66.7	1/11.1	2/22.2	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/11.1	2/22.2	5/55.6	1/11.1	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	4/44.4	5/55.6	-	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/66.7	2/22.2	1/11.1	-	-	-

TABLE 33 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	-	5/55.6	3/33.3	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	5/55.6	4/44.4	-	-	-
18. Make an organized school placement service available to graduates.	1/11.1	3/33.3	4/44.4	1/11.1	-	-
19. Keep public informed - have "participatory" support of community.	-	7/77.8	2/22.2	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	3/33.3	4/44.4	2/22.2	-	-	-

TABLE 34

FREQUENCIES AND PERCENTAGES OF TRADE AND INDUSTRIAL TEACHERS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	7/77.8	1/11.1	-	-	-	1/11.1
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	7/77.8	2/22.2	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	3/33.3	5/55.6	1/11.1	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/22.2	4/44.4	3/33.3	-	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	-	5/55.6	4/44.4	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	8/88.9	1/11.1	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	6/66.7	1/11.1	1/11.1	-	-	1/11.1

TABLE 34 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	1/11.1	7/77.8	-	-	-	1/11.1
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/11.1	4/44.4	4/44.4	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	1/11.1	3/33.3	5/55.6	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	6/66.7	1/11.1	2/22.2	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	3/33.3	6/66.7	-	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	2/22.2	4/44.4	3/33.3	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	7/77.8	1/11.1	1/11.1	-	-	-
15. Stress each student's total development within his mental and physical abilities.	7/77.8	1/11.1	1/11.1	-	-	-

TABLE 34 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	2/22.2	5/55.6	1/11.1	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	7/77.8	2/22.2	-	-	-
18. Make an organized school placement service available to graduates.	2/22.2	5/55.6	1/11.1	1/11.1	-	-
19. Keep public informed - have "participatory" support of community.	3/33.3	6/66.7	-	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	4/44.4	4/44.4	1/11.1	-	-	-

TABLE 35

FREQUENCIES AND PERCENTAGES OF TRADE AND INDUSTRIAL GUIDANCE COUNSELORS' RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	6/66.7	1/11.1	2/22.2	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	6/66.7	3/33.3	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	1/11.1	5/55.6	1/11.1	2/22.2	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	1/11.1	2/22.2	5/55.6	1/11.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/22.2	5/55.6	2/22.2	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	5/55.6	4/44.4	-	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	2/22.2	3/33.3	4/44.4	-	-	-

TABLE 35 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	3/33.3	3/33.3	3/33.3	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/11.1	4/44.4	4/44.4	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	1/11.1	5/55.6	3/33.3	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	5/55.6	3/33.3	1/11.1	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	4/44.4	5/55.6	-	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/11.1	4/44.4	4/44.4	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	6/66.7	2/22.2	1/11/1	-	-	-
15. Stress each student's total development within his mental and physical abilities.	6/66.7	1/11.1	1/11.1	1/11.1	-	-

TABLE 35 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	1/11.1	5/55.6	2/22.21	-	-	1/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	1/11.1	6/66.7	1/11.1	1/11.1	-	-
18. Make an organized school placement service available to graduates.	2/22.2	4/44.4	2/22.2	-	-	1/11.1
19. Keep public informed - have "participatory" support of community.	4/44.4	2/22.2	3/33.3	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	5/55.6	2/22.2	2/22.2	-	-	-

TABLE 36

FREQUENCIES AND PERCENTAGES FOR TOTAL AGRICULTURAL EDUCATION RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	17/73.9	4/17.4	1/4.3	1/4.3	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	13/56.5	9/39.1	1/4.3	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/17.4	9/39.1	8/34.8	2/8.7	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/8.7	11/47.8	9/39.1	1/4.3	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	2/8.7	10/43.5	11/47.8	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	16/69.6	3/13.0	4/17.4	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	7/30.4	12/52.5	4/17.4	-	-	-

TABLE 36 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	5/21.7	13/56.5	5/21.7	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	2/8.7	10/43.5	7/30.4	4/17.4	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	2/8.7	7/30.4	13/56.5	1/4.3	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	6/26.1	11/47.8	5/21.7	1/4.3	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	3/13.0	12/52.5	8/34.8	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	4/17.4	11/47.8	8/34.8	-	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	12/52.5	9/39.1	2/8.7	-	-	-
15. Stress each student's total development within his mental and physical abilities.	12/52.2	10/43.3	1/4.3	-	-	-

TABLE 36 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	4/17.4	13/56.5	5/21.7	1/4.3	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	2/8.7	11/47.8	9/39.1	1/4.3	-	-
18. Make an organized school placement service available to graduates.	-	9/39.1	9/39.1	5/21.7	-	-
19. Keep public informed - have "participatory" support of community.	8/34.8	11/47.8	3/12.0	1/4.3	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	7/30.4	11/47.8	5/21.7	-	-	-

TABLE 37

FREQUENICES AND PERCENTAGES OF TOTAL DISTRIBUTIVE EDUCATION RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	16/66.7	4/16.7	2/8.3	1/4.2	-	1/4.2
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	20/83.3	4/16.7	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	4/16.7	11/45.8	5/20.8	3/12.5	-	1/4.2
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	2/8.3	8/33.3	10/41.7	3/12.5	1/4.2	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	5/20.8	8/33.3	9/37.5	1/4.2	-	1/4.2
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	15/62.5	5/20.8	4/16.7	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	12/50.0	7/29.2	2/8.3	1/4.2	1/4.2	1/4.2

TABLE 37 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	8/33.3	13/65.2	3/12.5	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	1/4.2	9/37.5	11/45.8	3/12.5	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	8/33.3	9/37.5	6/25.0	1/4.2	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	13/54.2	5/20.8	5/20.8	1/4.2	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	6/25.0	13/54.2	4/16.7	1/4.2	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	5/20.8	7/29.2	7/29.2	4/16.7	1/4.2	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	18/75.0	5/20.8	1/4.2	-	-	-
15. Stress each student's total development within his mental and physical abilities.	16/66.7	8/33.3	-	-	-	-

TABLE 37 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/12.5	13/54.2	5/20.8	3/12.5	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	-	15/62.5	8/33.3	1/4.2	-	-
18. Make an organized school placement service available to graduates.	-	7/29.2	6/25.0	9/37.5	1/4.2	1/4.2
19. Keep public informed - have "participatory" support of community.	8/33.3	11/45.8	3/12.5	1/4.2	-	1/4.2
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	14/58.3	7/29.2	3/12.5	-	-	-

TABLE 38
FREQUENCIES AND PERCENTAGES OF TOTAL HEALTH OCCUPATIONS RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	19/70.4	5/18.5	3/11.1	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	22/81.5	5/18.5	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	10/37.0	13/48.1	4/14.8	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	-	10/37.0	11/40.7	4/14.8	-	1/3.7
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	10/37.0	12/44.4	4/14.8	-	-	1/3.7
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	21/77.8	5/18.5	1/3.7	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	12/44.4	13/48.1	2/7.4	-	-	-

TABLE 38 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	12/44.4	11/40.7	4/14.8	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	4/14.8	15/55.6	7/25.9	1/3.7	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	8/29.6	14/51.9	4/14.8	-	-	1/3.7
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	10/37.0	13/48.1	4/14.8	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	16/59.3	6/22.2	5/18.5	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	1/3.7	7/25.9	10/37.0	6/22.2	-	3/11.1
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	20/74.1	6/22.2	1/3.7	-	-	-
15. Stress each student's total development within his mental and physical abilities.	20/74.1	6/22.2	1/3.7	-	-	-

TABLE 38 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	6/22.2	8/29.6	8/29.6	-	-	4/14.8
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	6/22.2	16/59.3	4/14.8	-	-	1/3.7
18. Make an organized school placement service available to graduates.	5/18.5	13/48.1	6/22.2	2/7.4	-	1/3.7
19. Keep public informed - have "participatory" support of community.	9/33.3	16/59.3	2/7.4	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	10/37.0	15/55.6	2/7.4	-	-	-

TABLE 39

FREQUENCIES AND PERCENTAGES OF TOTAL HOME ECONOMICS RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	24/85.7	2/7.1	2/7.1	-	-	-
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	22/78.6	6/21.4	-	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	10/35.7	12/42.9	6/21.4	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	5/17.9	13/46.4	8/28.6	2/7.1	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	12/42.9	11/29.3	4/14.3	1/3.6	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	21/75.0	5/17.9	2/7.1	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	13/46.4	12/42.9	1/3.6	1/3.6	-	1/3.6

TABLE 39 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	10/35.7	12/42.9	3/10.7	1/3.6	-	2/7.1
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	3/10.7	15/53.6	9/32.1	1/3.6	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	8/28.6	9/32.1	8/28.6	3/10.7	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	13/46.5	7/25.0	7/25.0	1/3.6	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	15/53.6	11/39.3	1/3.6	-	-	1/3.6
13. Endorse and implement active leadership development program through related vocational youth organizations.	6/21.4	12/42.9	8/28.6	2/7.1	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	22/78.6	5/17.9	1/3.6	-	-	-
15. Stress each student's total development within his mental and physical abilities.	24/85.7	4/14.3	-	-	-	-

TABLE 3[9] (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	10/35.7	13/46.4	3/10.7	-	-	2/7.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	8/28.6	10/35.7	7/25.0	3/10.7	-	-
18. Make an organized school placement service available to graduates.	5/17.9	11/39.3	9/32.1	3/10.7	-	-
19. Keep public informed - have "participatory" support of community.	9/32.1	11/39.3	7/25.0	1/3.6	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	13/46.4	11/39.3	4/14.3	-	-	-

TABLE 40

FREQUENCIES AND PERCENTAGES OF TOTAL OFFICE OCCUPATIONS RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	18/75.0	2/12.5	-	1/4.2	-	2/8.3
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	15/62.5	7/29.2	-	1/4.2	-	1/4.2
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	12/50.0	8/33.3	4/16.7	-	-	-
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	3/12.5	7/20.2	11/45.8	3/12.5	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	9/37.5	6/25.0	9/37.5	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	17/70.8	5/20.8	2/8.3	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	11/45.8	10/41.7	3/12.5	-	-	-

TABLE 40 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	10/41.7	10/41.7	4/16.7	-	-	-
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	3/12.5	10/41.7	10/41.7	1/4.2	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	7/29.2	10/41.7	7/29.2	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	6/25.0	12/50.0	6/25.0	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	7/29.2	11/45.8	6/25.0	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	3/12.5	11/45.8	9/37.5	1/4.2	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	17/70.8	5/20.8	2/8.3	-	-	-
15. Stress each student's total development within his mental and physical abilities.	17/70.8	7/29.2	-	-	-	-

TABLE 40 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	6/25.0	12/50.0	5/20.8	1/4.2	-	-
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	2/8.3	10/41.7	11/45.8	-	-	1/4.2
18. Make an organized school placement service available to graduates.	3/12.5	14/58.3	5/20.8	1/4.2	1/4.2	-
19. Keep public informed - have "participatory" support of community.	5/20.8	9/37.5	9/37.5	-	-	1/4.2
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	10/41.7	12/50.0	2/8.3	-	-	-

TABLE 41

FREQUENCIES AND PERCENTAGES FOR TRADE AND INDUSTRIAL RESPONSES TO 20 COMPONENTS OF QUALITY PROGRAMS

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
1. Complement, not conflict with, the objectives of the total educational program.	20/74.1	4/14.8	2/7.4	-	-	1/3.7
2. Have verbal, visible support of administration, guidance counselors, and other teachers (as much as academic programs).	21/77.8	5/18.5	1/3.7	-	-	-
3. Provide broad based testing program and vocational guidance services so that each student can select a proper vocational program.	8/29.6	13/48.1	3/11.1	2/7.4	-	1/3.7
4. Arrange parent-student-teacher conference when student is enrolled and throughout his program, if feasible.	3/11.1	10/37.0	12/44.4	2/7.4	-	-
5. Provide flexibility for student to move within program if need and/or ability indicates a move is advisable.	3/11.1	15/55.6	9/33.3	-	-	-
6. Provide physical facilities, equipment and instructional materials appropriate to occupational "cluster" for which student is being trained.	17/63.0	9/33.3	1/3.7	-	-	-
7. Use only teachers who have completed state certification requirements for area in which they teach, who have recent related occupational experience, who are proficient in skills they teach, and who engage in professional growth activities.	10/37.0	8/29.6	8/29.6	-	-	1/3.7

TABLE 41 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
8. Provide cooperative or directed occupational experience and/or simulated occupational experience.	5/18.5	14/51.9	7/25.9	-	-	1/3.7
9. Actively use "representative" advisory committees in occupational needs assessment, program planning, and evaluation.	3/11.1	10/37.0	14/51.9	-	-	-
10. Conduct periodic follow-up surveys of former students and keep up-to-date records for use in program planning and evaluation.	3/11.1	11/40.7	13/48.1	-	-	-
11. Make periodic surveys of employment opportunities and use findings to keep curriculum relevant.	15/55.6	7/25.9	5/18.5	-	-	-
12. Have plan of continuing and systematic internal evaluation for improvement and development or program.	13/48.1	12/44.4	2/7.4	-	-	-
13. Endorse and implement active leadership development program through related vocational youth organizations.	4/14.8	10/37.0	12/44.4	1/3.7	-	-
14. Develop proper attitudes toward work, good employer-employee relationships, and efficient work habits and create the desire to continue personal and occupational development.	17/63.0	8/29.6	2/7.4	-	-	-
15. Stress each student's total development within his mental and physical abilities.	19/70.4	4/14.8	3/11.1	1/3.7	-	-

TABLE 41 (continued)

A Quality Vocational-Technical Program should:	Essential	Highly Desirable	Desirable	Of Some Importance	Of No Importance	No Opinion
	No./%	No./%	No./%	No./%	No./%	No./%
16. Provide for satisfactory completion of defined program for at least 90 percent of students who do not transfer or withdraw for health reasons.	3/11.1	15/55.6	6/22.2	-	-	3/11.1
17. Place students at the completion of their programs in the occupational "cluster" for which they are trained.	1/3.7	18/66.7	7/25.9	1/3.7	-	-
18. Make an organized school placement service available to graduates.	5/18.5	12/44.4	7/25.9	2/7.4	-	1/3.7
19. Keep public informed - have "participatory" support of community.	7/25.9	15/55.6	5/18.5	-	-	-
20. Use any available means to acquaint students at all levels with vocational-technical career opportunities.	12/44.4	10/37.0	5/18.5	-	-	-

TABLE 42

FREQUENCIES AND PERCENTAGES FOR TOTAL AGRICULTURAL EDUCATION RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	4/9.3	22/51.2	11/25.6	3/7.0	1/2.3	2/4.7
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	22/51.2	10/23.3	6/14.0	2/4.7	-	3/7.0
3. Projects in your program are related to other subject area classes.	8/18.6	19/44.2	7/16.3	5/11.6	-	4/9.3
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	9/20.9	15/34.9	13/30.2	2/4.7	1/2.3	3/7.0
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	12/27.9	17/39.5	7/16.3	3/7.0	2/4.7	2/4.7
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	14/32.6	18/41.9	5/11.6	5/11.6	-	1/2.3

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	11/25.6	14/32.6	10/23.3	4/9.3	1/2.3	3/7.0
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	6/14.0	13/30.2	10/23.3	8/18.6	-	6/14.0
9. Teachers and students review and understand test results as occupational plans are discussed.	9/20.9	9/20.9	13/30.2	7/16.3	2/4.7	3/7.0
10. Home visits are made to every interested vocational-technical student prior to enrollment.	10/23.3	6/14.0	8/18.6	5/11.6	6/14.0	8/18.6
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	5/11.6	14/32.6	16/37.2	4/9.3	2/4.7	2/4.7
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	3/7.0	9/20.9	11/25.6	4/9.3	4/9.3	12/27.9

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	6/14.0	10/23.3	8/18.6	5/11.6	4/9.3	10/23.3
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	14/32.6	13/30.2	4/9.3	3/7.0	4/9.3	5/11.6
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	6/14.0	14/32.6	10/23.3	7/16.3	4/9.3	2/4.7
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	14/32.6	14/32.6	8/18.6	4/9.3	-	3/7.0
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	11/25.6	16/37.2	11/25.6	3/7.0	-	2/4.7
18. Each student is provided adequate working space and storage facilities.	11/25.6	15/34.9	8/18.6	4/9.3	-	2/4.7
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	14/32.6	15/34.9	8/18.6	4/9.3	-	2/4.7

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	10/23.3	10/23.3	6/14.0	2/4.7	1/2.3	14/32.6
21. The teacher belongs to and participates in local civic or other similar organizations.	12/27.9	11/25.6	4/9.3	2/4.7	1/2.3	13/30.2
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	7/16.3	15/34.9	6/14.0	4/9.3	6/14.0	5/11.6
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	6/14.0	10/23.3	8/18.6	4/9.3	4/9.3	11/25.6
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	10/23.3	7/16.3	9/20.9	2/4.7	-	15/34.9
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	8/18.6	8/18.6	10/23.3	3/7.0	2/4.7	12/27.9

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	3/7.0	11/25.6	13/30.2	2/4.7	3/7.0	11/25.6
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	6/14.0	7/16.3	9/20.9	2/4.7	4/9.3	15/34.9
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	9/20.9	11/25.6	3/7.0	6/14.0	5/11.6	9/20.9
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	9/20.9	10/23.3	6/14.0	4/9.3	4/9.3	10/23.3
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	7/16.3	10/23.3	5/11.6	7/16.3	3/7.0	11/25.6

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	4/9.3	8/18.6	7/16.3	7/16.3	5/11.6	12/27.9
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	7/16.3	9/20.9	12/27.9	11/25.6	-	4/9.3
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	17/39.5	12/27.9	9/20.9	2/4.7	-	3/7.0
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	5/11.6	11/25.6	11/25.6	7/16.3	2/4.7	7/16.3
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	10/23.3	8/18.6	8/18.6	2/4.7	4/9.3	11/25.6
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	3/7.0	10/23.3	8/18.6	4/9.3	5/11.6	13/30.2
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	8/18.6	12/27.9	11/25.6	3/7.0	3/7.0	6/14.0

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	16/37.2	14/32.6	5/11.6	4/9.3	1/2.3	3/7.0
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	10/23.3	12/27.9	12/27.9	2/4.7	4/9.3	3/7.0
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	12/27.9	13/30.2	11/25.6	2/4.7	-	5/11.6
41. Students exhibit genuine pride in quality workmanship.	17/39.5	15/34.9	8/18.6	1/2.3	-	2/4.7
42. Instruction is provided on human relations.	9/20.9	16/37.2	5/11.6	7/16.3	1/2.3	5/11.6
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	15/34.9	13/30.2	7/16.3	3/7.0	2/4.7	3/7.0

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	12/27.9	13/30.2	10/23.3	1/2.3	2/4.7	5/11.6
45. Ethical practices and standards are goals of the program.	8/18.6	22/51.2	8/18.6	2/4.7	-	3/7.0
46. A program of instruction is tailored to the needs and abilities of the individual students.	9/20.9	12/27.9	8/18.6	7/16.3	-	7/16.3
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	15/34.9	11/25.6	6/14.0	1/2.3	1/2.3	9/20.9
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	8/18.6	12/27.0	7/16.3	5/11.6	5/11.6	6/14.0
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	10/23.3	10/23.3	4/9.3	4/9.3	5/11.6	10/23.3

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	15/34.9	11/25.6	9/20.9	1/2.3	4/9.3	3/7.0
51. A high percentage of graduates are placed in the occupation for which they are trained.	9/20.9	9/20.9	10/23.3	4/9.3	2/4.7	9/20.9
52. An organized school placement service is available to all vocational graduates.	8/18.6	3/7.0	6/14.0	5/11.6	7/16.3	14/32.6
53. Vocational teachers actively seek the employment needs of the community.	12/27.9	9/20.9	11/25.6	4/9.3	3/7.0	4/9.3
54. Students use sources other than the teacher and/or school to find entry-level jobs.	9/20.9	17/39.5	7/16.3	1/2.3	3/7.0	6/14.0
55. Your program has a favorable reputation in the community and among employers.	19/44.2	13/30.2	5/11.6	2/4.7	1/2.3	3/7.0
56. The "average" citizen knows about your program and what it has to offer.	9/20.9	9/20.9	13/30.2	6/14.0	1/2.3	5/11.6
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	11/25.6	11/25.6	9/20.9	3/7.0	1/2.3	8/18.6

TABLE 42 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory: Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	7/16.3	19/44.2	5/11.6	4/9.3	2/4.7	6/14.0
59. Career occupation information has been developed at the pre-vocational grade level.	12/27.9	11/25.6	4/9.3	5/11.6	5/11.6	6/14.0
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	11/25.6	13/30.2	6/14.0	2/4.7	2/4.7	9/20.9

TABLE 43

FREQUENCIES AND PERCENTAGES FOR TOTAL DISTRIBUTIVE EDUCATION RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	20/26.0	33/42.9	14/18.2	5/6.5	2/2.6	2/2.6
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	18/23.4	24/31.2	9/11.7	9/11.7	16/20.8	1/1.3
3. Projects in your program are related to other subject area classes.	17/22.1	29/37.7	14/18.2	7/9.1	8/10.4	2/2.6
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	16/20.8	24/31.2	11/14.3	13/16.9	11/14.3	2/2.6
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	19/24.7	24/31.2	16/20.8	7/9.1	6/7.8	5/6.5
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	10/13.0	15/19.5	21/27.3	7/9.1	3/3.9	21/27.3

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	16/20.8	20/26.0	16/20.8	9/11.7	7/9.1	9/11.7
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	4/5.2	23/29.9	16/20.8	8/10.4	12/15.6	14/18.2
9. Teachers and students review and understand test results as occupational plans are discussed.	12/15.6	23/29.9	12/15.6	7/9.1	20/26.0	3/3.9
10. Home visits are made to every interested vocational-technical student prior to enrollment.	2/2.6	7/9.1	12/15.6	7/9.1	34/44.2	15/19.5
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	10/13.0	8/10.4	24/31.2	6/7.8	21/27.3	8/10.4
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	10/13.0	10/13.0	14/18.2	14/18.2	16/20.8	13/16.9

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	14/18.2	24/31.2	17/22.1	9/11.7	8/10.4	5/6.5
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	16/20.8	25/32.5	17/22.1	14/18.2	3/3.9	2/2.6
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	26/33.8	24/31.2	12/15.6	5/6.5	8/10.4	2/2.6
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	13/16.9	25/32.5	20/26.0	7/9.1	7/9.1	5/6.5
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	15/19.5	22/28.6	20/26.0	10/13.0	7/9.1	3/3.9
18. Each student is provided adequate working space and storage facilities.	13/16.9	16/20.8	26/33.8	7/9.1	12/15.6	3/3.9
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	15/19.5	24/31.2	10/13.0	9/11.7	15/19.5	4/5.2

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	17/22.1	20/26.0	8/10.4	11/14.3	10/13.0	11/14.3
21. The teacher belongs to and participates in local civic or other similar organizations.	15/19.5	17/22.1	5/6.5	5/6.5	9/11.7	25/33.8
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	13/16.9	20/26.0	19/24.7	7/9.1	12/15.6	6/7.8
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	12/15.6	16/20.8	20/20.6	9/11.7	14/18.2	6/7.8
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	32/41.6	12/15.6	6/7.8	-	21/14.3	16/20.8
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	6/7.8	13/16.9	16/20.8	7/9.1	12/15.6	23/29.9

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	5/6.5	10/13.0	16/20.8	7/9.1	13/16.9	26/33.8
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	3/3.9	14/18.2	16/20.8	8/10.4	11/14.3	25/32.5
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	15/19.5	20/26.0	12/15.6	2/2.6	7/9.1	21/27.3
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	9/11.7	20/26.0	13/16.9	8/10.4	9/11.7	18/23.4
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	19/24.7	13/16.9	14/18.2	7/9.1	3/3.9	21/27.3

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	9/11.7	13/16.9	11/14.3	11/14.3	11/14.3	22/28.6
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	14/18.2	15/19.5	15/19.5	13/16.9	9/11.7	11/14.3
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	20/26.0	18/23.4	9/11.7	10/13.0	15/19.5	5/6.5
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	12/15.6	22/28.6	11/14.3	10/13.0	9/11.7	13/16.9
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	10/13.0	10/13.0	22/28.6	2/2.6	14/18.2	19/24.7
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	9/11.7	9/11.7	20/26.0	6/7.8	7/9.1	26/33.8
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	13/16.9	24/31.2	10/13.0	10/13.0	10/13.0	10/13.0

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	28/36.4	16/20.8	6/7.8	8/10.4	15/19.5	4/5.2
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	8/10.4	29/37.7	7/9.1	10/13.0	17/22.1	6/7.8
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	47/61.0	18/23.4	2/2.6	1/1.3	5/6.5	4/5.2
41. Students exhibit genuine pride in quality workmanship.	27/35.1	25/32.5	14/18.2	4/5.2	4/5.2	3/3.9
42. Instruction is provided on human relations.	24/31.2	23/29.9	10/13.0	10/13.0	5/6.5	5/6.5
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	31/40.3	20/26.0	11/14.3	5/6.5	5/6.5	5/6.5

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	17/22.1	28/36.4	19/24.7	5/6.5	3/3.9	5/6.5
45. Ethical practices and standards are goals of the program.	18/23.4	28/36.4	10/13.0	6/7.8	7/0.1	8/10.4
46. A program of instruction is tailored to the needs and abilities of the individual students.	12/15.6	25/32.5	17/22.1	10/13.0	9/11.7	4/5.2
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	29/37.7	24/31.2	8/10.4	5/6.5	3/3.9	8/10.4
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	18/23.4	15/19.5	19/24.7	6/7.8	10/13.0	9/11.7
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	14/18.2	11/14.3	14/18.2	13/16.9	19/24.7	6/7.8

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	12/15.6	22/28.6	15/19.5	4/5.2	14/18.2	10/13.0
51. A high percentage of graduates are placed in the occupation for which they are trained.	15/19.2	19/24.7	11/14.3	5/6.5	10/13.0	17/22.1
52. An organized school placement service is available to all vocational graduates.	8/10.4	7/9.1	17/22.1	11/14.3	16/20.8	18/23.4
53. Vocational teachers actively seek the employment needs of the community.	17/22.1	21/27.3	9/11.7	9/11.7	13/16.9	8/10.4
54. Students use sources other than the teacher and/or school to find entry-level jobs.	20/26.0	28/36.4	15/19.5	2/2.6	6/7.8	6/7.8
55. Your program has a favorable reputation in the community and among employers.	35/45.5	25/32.5	12/15.6	3/3.9	-	2/2.6
56. The "average" citizen knows about your program and what it has to offer.	10/13.0	22/28.6	24/31.2	10/13.0	7/9.1	4/5.2
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	18/23.4	24/31.2	17/22.1	6/7.8	6/7.8	6/7.8

TABLE 43 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	22/28.6	22/28.6	14/18.2	6/7.8	9/11.7	4/5.2
59. Career occupation information has been developed at the pre-vocational grade level.	10/13.0	18/23.4	18/23.4	9/11.7	7/9.1	15/19.5
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	19/24.7	16/20.8	24/31.2	5/6.5	8/10.4	5/6.5

TABLE 44

FREQUENCIES AND PERCENTAGES FOR TOTAL HEALTH OCCUPATIONS RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	18/33.3	27/50.0	2/3.7	2/3.7	1/1.9	4/7.4
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	24/44.4	22/40.7	5/9.3	1/1.9	-	2/3.7
3. Projects in your program are related to other subject area classes.	6/11.1	21/38.9	8/14.8	1/1.9	1/1.9	17/31.5
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	17/31.5	16/29.6	5/9.3	1/1.9	-	15/27.8
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	22/40.7	22/40.7	3/5.6	1/1.9	-	6/11.1
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	14/25.9	14/25.9	15/27.8	4/7.4	5/9.3	2/3.7

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	20/37.0	25/46.3	6/11.1	-	-	3/5.6
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	9/16.7	14/25.9	11/20.4	3/5.6	1/1.9	16/29.6
9. Teachers and students review and understand test results as occupational plans are discussed.	27/50.0	16/29.6	9/16.7	1/1.9	1/1.9	-
10. Home visits are made to every interested vocational-technical student prior to enrollment.	1/1.9	1/1.9	4/7.4	3/5.6	18/33.3	27/50.0
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	7/13.0	18/33.3	7/13.0	5/9.3	1/1.9	16/29.6
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	15/27.8	6/11.1	5/9.3	4/7.4	4/7.4	20/37.0

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	15/27.8	20/37.0	6/11.1	3/5.6	1/1.9	9/16.7
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	18/33.3	15/27.8	9/16.7	-	2/3.7	10/18.5
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	21/38.9	14/25.9	6/11.1	2.3.7	2/3.7	9/16.7
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	11/29.4	20/37.0	14/25.9	8/14.8	1/1.9	-
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	18/33.3	22/40.7	4/7.4	10/18.5	-	-
18. Each student is provided adequate working space and storage facilities.	14/25.9	18/33.3	15/27.8	5/9.3	1/1.9	1/1.9
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	20/30.7	16/29.6	7/13.0	-	-	11/20.4

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	23/42.6	12/22.2	2/3.7	1/1.9	-	16/29.6
21. The teacher belongs to and participates in local civic or other similar organizations.	17/31.5	16/29.6	4/7.4	-	-	17/31.5
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	31/57.4	13/24.1	5/9.3	2/3.7	-	3/5.6
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	13/24.1	11/20.4	13/24.1	2/3.7	1/1.9	14/25.9
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	20/37.0	19/35.2	3/5.6	1/1.9	-	11/20.4
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	15/27.8	7/13.0	-	3/5.6	4/7.4	25/46.3

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	5/9.3	6/11.1	7/13.0	3/5.6	2/3.7	31/57.4
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	9/16.7	11/20.4	3/5.6	6/11.1	2/3.7	23/42.6
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	15/27.8	8/14.8	1/1.9	3/5.6	-	27/50.0
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	17/31.5	10/18.5	8/14.8	1/1.9	2/3.7	16/29.6
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	14/25.9	15/27.8	1/1.9	2/3.7	1/1.9	21/38.9

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	9/16.7	11/20.4	9/14.8	2/3.7	2/3.7	22/40.7
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	21/38.9	19/35.2	5/9.3	2/317	3/5.6	4/7.4
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	35/64.8	13/24.1	3/5.6	-	-	3/5.6
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	20/37.0	17/31.5	5/9.3	2/3.7	1/1.9	9/16.7
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	13/24.1	9/16.7	9/16.7	2/3.7	5/9.3	16/29.6
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	6/11.1	19/35.21	8/14.8	1/1.9	6/11.1	14/25.9
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	16/29.6	12/22.2	7/13.0	4/7.4	2/3.7	13/24.1

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	20/37.0	8/14.8	5/9.3	4/7.4	3/5.6	14/25.9
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	7/13.0	7/13.0	9/16.7	4/7.4	7/13.0	20/37.0
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	36/66.7	9/16.7	6/11.1	-	1/1.9	2/3.7
41. Students exhibit genuine pride in quality workmanship.	32/59.3	14/25.9	1/1.9	1/1.9	1/1.9	5/9.3
42. Instruction is provided on human relations.	32/59.3	15/27.8	3/5.6	2/3.7	1/1.9	1/1.9
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	29/53.7	14/25.9	4/7.4	2/3.7	1/1.9	4/7.4

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	21/38.9	22/40.7	5/9.3	3/5.6	1/1.9	2/3.7
45. Ethical practices and standards are goals of the program.	32/59.3	16/29.6	5/9.3	-	-	1/1.9
46. A program of instruction is tailored to the needs and abilities of the individual students.	12/38.9	17/31.5	4/7.4	4/7.4	2/3.7	6/11.1
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	21/38.9	10/18.6	5/9.3	1/1.9	1/1.9	16/29.6
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	10/18.5	14/25.9	7/13.0	8/14.8	3/5.6	12/22.2
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	9/16.7	11/20.4	10/18.5	3/5.6	2/3.7	19/35.2

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	19/35.2	17/31.5	4/7.4	1/1.9	3/5.6	10/18.5
51. A high percentage of graduates are placed in the occupation for which they are trained.	21/38.9	16/29.6	3/5.6	3/5.6	2/3.7	9/16.7
52. An organized school placement service is available to all vocational graduates.	6/11.1	7/13.0	4/7.4	7/13.0	5/9.3	25/46.3
53. Vocational teachers actively seek the employment needs of the community.	15/27.8	12/22.2	7/13.0	2/3-7	2/3.7	16/29.6
54. Students use sources other than the teacher and/or school to find entry-level jobs.	14/25.9	13/24.1	5/9.3	3/5.6	-	19/35.2
55. Your program has a favorable reputation in the community and among employers.	37/68.5	11/20.4	1/1.9	-	3/5.6	2/3.7
56. The "average" citizen knows about your program and what it has to offer.	17/31.5	19/35.2	9/16.7	2/3.7	2/3.7	5/9.3
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	24/44.4	17/31.5	6/11.1	-	1/1.9	6/11.1

TABLE 44 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	25/46.3	14/25.9	9/16.7	3/5.6	-	3/5.6
59. Career occupation information has been developed at the pre-vocational grade level	21/38.9	15/27.8	8/14.8	1/1.9	-	9/16.7
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	29/53.7	13/24.1	4/7.4	1/1.9	2/3.7	5/9.3

TABLE 45

FREQUENCIES AND PERCENTAGES FOR TOTAL HOME ECONOMICS RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	11/15.9	36/52.2	12/17.4	6/8.7	-	4/4.8
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	26/37.7	28/40.6	5/7.2	3/4.3	6/8.7	1/1.4
3. Projects in your program are related to other subject area classes.	20/29.0	21/30.4	17/24.6	2/2.9	4/5.8	5/7.2
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	29/42.0	16/23.2	13/18.8	4/5.8	2/2.9	5/7.2
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	17/24.6	21/30.4	13/18.8	10/14.5	4/5.8	4/5.8
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	20/29.0	20/29.0	19/27.5	3/4.3	3/4.3	4/5.8

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	21/30.4	34/49.3	9/13.0	-	2/2.9	3/4.3
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	10/14.5	19/27.5	22/31.9	7/10.1	1/1.4	10/14.5
9. Teachers and students review and understand test results as occupational plans are discussed.	12/17.4	27/39.1	17/24.6	6/8.7	6/8.7	1/1.4
10. Home visits are made to every interested vocational-technical student prior to enrollment.	2/2.9	11/15.9	12/17.4	13/18.8	21/30.4	10/14.5
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	3/4.3	20/29.0	18/26.1	11/15.9	11/15.9	6/8.7
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	6/8.7	15/21.7	14/20.3	11/15.9	10/14.5	13/18.8

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	7/10.1	21/30.4	16/23.2	11/15.9	8/11.6	6/8.7
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	14/20.3	27/34.1	7/10.1	6/8.7	7/10.1	8/11.6
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	29/42.0	20/29.0	8/11.6	7/10.1	5/7.2	-
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	19/27.5	24/34.8	15/21.7	4/5.8	6/8.7	2/2.9
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	21/30.4	22/31.9	15/21.7	3/4.3	6/8.7	-
18. Each student is provided adequate working space and storage facilities.	21/30.4	23/33.3	11/15.9	8/11.6	6/8.7	-
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	27/39.1	14/20.3	13/18.8	2/2.9	6/8.7	7/10.1

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	17/24.6	14/20.3	11/15.9	7/10.1	6/8.7	14/20.3
21. The teacher belongs to and participates in local civic or other similar organizations.	17/24.6	22/31.9	3/4.3	5/7.2	7/10.1	15/21.7
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	16/23.2	25/36.2	15/21.7	1/1.4	7/10.2	5/7.2
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	9/13.0	12/17.4	21/30.4	7/10.1	7/10.1	13/18.8
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	8/11.6	20/29.0	12/17.4	4/5.8	6/8.7	19/27.5
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	18/26.1	13/18.8	7/10.1	4/5.8	3/4.3	24/34.8

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	16/23.2	17/24.6	7/10.1	9/13.0	2/2.9	18/26.1
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	14/20.3	18/26.1	13/18.8	5/7.2	7/10.1	12/17.4
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	14/20.3	13/18.8	15/21.7	11/15.9	2/2.9	14/20.3
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	8/11.6	19/27.5	14/20.3	9/13.0	2/2.9	17/24.6
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	18/26.1	14/20.3	12/17.4	4/5.8	7/10.1	14/20.3

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	11/15.9	11/15.9	11/15.9	5/7.2	11/15.9	20/29.0
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	16/23.2	15/21.7	17/24.6	5/7.2	7/10.1	9/13.0
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	28/40.6	21/30.4	4/5.8	7/10.1	5/7.2	4/5.8
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	15/21.7	14/20.3	15/21.7	7/10.1	6/8.7	12/17.4
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	8/11.6	12/17.4	19/27.5	4/5.8	9/13.0	17/24.6
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	7/10.1	18/26.1	15/21.7	5/7.2	6/8.7	18/26.1
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	10/14.5	16/23.2	23/33.3	6/8.7	5/7.2	9/13.0

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	23/33.3	22/31.0	14/20.3	4/5.8	5/7.2	1/1.4
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	13/18.8	17/24.6	15/21.7	11/15.9	7/10.1	6/8.7
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	24/34.8	12/17.4	18/26.1	4/5.8	4/5.8	7/10.1
41. Students exhibit genuine pride in quality workmanship.	20/29.9	23/33.3	16/23.2	2/2.9	5/7.2	3/4.3
42. Instruction is provided on human relations.	20/29.9	20/29.9	10/14.5	3/4.3	7/10.1	9/13.0
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	23/33.3	18/26.1	9/13.0	4/5.8	8/11.6	7/10.1

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	15/21.7	23/33.3	15/21.7	4/5.8	5/7.2	7/10.1
45. Ethical practices and standards are goals of the program.	19/27.5	19/27.5	14/20.3	3/4.3	7/10.1	7/10.1
46. A program of instruction is tailored to the needs and abilities of the individual students.	17/24.6	25/36.2	10/14.5	8/11.6	5/7.2	4/4.8
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	22/31.9	22/31.9	12/17.4	2/2.9	3/4.3	8/11.6
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	15/21.7	15/21.7	16/23.2	7/10.1	6/8.7	10/14.5
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	24/34.8	10/14.5	12/17.4	4/5.8	8/11.6	11/15.9

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	22/31.9	15/21.7	13/18.8	5/7.2	7/10.1	7/10.1
51. A high percentage of graduates are placed in the occupation for which they are trained.	11/15.9	28/40.6	13/18.8	5/7.2	3/4.3	9/13.0
52. An organized school placement service is available to all vocational graduates.	8/11.6	19/27.5	15/21.7	7/10.1	5/7.2	15/21.7
53. Vocational teachers actively seek the employment needs of the community.	17/24.6	18/26.1	12/17.4	8/11.6	3/4.3	11/15.9
54. Students use sources other than the teacher and/or school to find entry-level jobs.	19/27.5	19/27.5	16/23.2	3/4.3	4/5.8	8/11.6
55. Your program has a favorable reputation in the community and among employers.	29/42.0	12/17.4	10/14.5	6/8.7	4/5.8	8/11.6
56. The "average" citizen knows about your program and what it has to offer.	11/15.9	26/36.2	14/20.3	9/13.0	5/7.2	5/7.2
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	24/34.8	12/17.4	9/13.0	6/8.7	7/10.1	11/15.9

TABLE 45 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	12/17.4	30/43.5	12/17.4	10/14.5	3/4.3	2/2.9
59. Career occupation information has been developed at the pre-vocational grade level.	11/15.9	25/36.2	12/17.4	7/10.1	8/11.6	5/8.7
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	23/33.3	14/20.3	16/23.2	8/11.6	-	8/11.6

TABLE 46

FREQUENCIES AND PERCENTAGES FOR TOTAL OFFICE OCCUPATIONS
RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	46/50.5	33/36.3	10/11.0	-	-	2/2.2
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	54/59.3	21/23.1	5/5.5	7/7.7	4/4.4	-
3. Projects in your program are related to other subject area classes.	27/29.7	48/52.7	11/12.1	1/1.1	-	4/4.4
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	25/27.5	49/53.8	13/14.3	-	1/1.1	3/3.3
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	18/19.8	18/19.8	47/51.6	4/4.4	1/1.1	3/3.3
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	20/22.0	31/34.1	13/14.3	22/24.2	4/4.4	1/1.1

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	6/6.6	39/42.9	11/12.1	4/4.4	9/9.9	22/24.2
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	6/6.6	39/42.9	11/12.1	4/4.4	9/9.1	22/24.2
9. Teachers and students review and understand test results as occupational plans are discussed.	18/19.8	36/39.6	17/18.7	16/17.6	4/4.4	-
10. Home visits are made to every interested vocational-technical student prior to enrollment.	1/1.1	4/4.4	9/9.9	7/7.7	56/61.5	14/15.4
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	5/5.5	30/33.0	19/20-9	14/15.4	12/13.2	11/12.1
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	4/4.4	16/17.6	14/15.4	6/6.6	13/14.3	38/41.8

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	2/2.2	54/59.3	14/15.4	7/7.7	4/4.4	10/11.0
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	18/19.8	46/50.5	12/13.2	6/6.6	4/4.4	5/5.5
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	24/26.4	52/57.1	6/6.6	5/5.5	3/3.3	1/1.1
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	30/33.0	32/35.2	24/26.4	4/4.4	1/1.1	-
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	26/28.6	50/54.9	11/12.1	2/2.2	2/2.2	-
18. Each student is provided adequate working space and storage facilities.	23/25.3	27/29.7	29/31.9	10/11.0	2/2.2	-
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	16/17.6	46/50.5	17/18.7	5/5.5	3/3.3	4/4.4

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	14/15.4	36/39.6	8/8.8	3/3.3	-	30/33.-
21. The teacher belongs to and participates in local civic or other similar organizations.	8/8.8	42/46/2	7/7.7	1/1.1	1/1.1	32/35.2
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	16/17.6	47/51.6	13/14.3	5/5.5	5/5.5	5/5.5
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	4/4.4	43/47.3	20/22.0	7/7.7	4/4.4	13/14.3
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	9/9.9	36/39.6	9/9.9	3/3.3	6/6.6	28/30.8
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	4/4.4	35/38.5	8/8.8	5/5.5	9/9.9	30/33.0

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	2/2.2	37/49.7	9/9.9	7/7.7	6/6.6	-30/33.0
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	8/8.8	37/40.7	5/5.5	7/7.7	8/8.8	26/38.6
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	18/19.8	39/42.9	11/12.1	5/5.5	3/3.3	15/16.5
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	13/14.3	45/49.6	8/8.8	5/5.5	2/2.2	18/19.8
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	17/18.7	40/44.0	11/12.1	3/3.3	2/2.2	18/19.8

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	10/11.0	41/45/1	10/11.0	6/6.6	5/5.5	19/20.9
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	12/13.2	48/52.7	17/18.7	5/5.5	-	9/9.9
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	27/29.7	52/57.1	10/11.0	2/2.2	-	-
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	10/11.0	49/53.8	12/13.2	4/4.4	3/3.3	13/14.3
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	3/3.3	18/19.8	24/26.4	8/8.8	7/7.7	31/34.1
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	4/4.4	36/39.6	13/14.3	4/4.4	6/6.6	28/30.8
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	14/15.4	42/46.2	13/14.3	6/6.6	4/4.4	12/13.2

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	27/29.7	45/49.5	8/8.8	2/2.2	4/4.4	5/5.5
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	17/18.7	42/46.2	13/14.3	5/5.5	5/5.5	9/9.9
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	16/17.6	46/50.5	9/9.9	7/7.7	1/1.1	12/13.2
41. Students exhibit genuine pride in quality workmanship.	14/15.4	48/52.7	17/18.7	5/5.5	1/1.1	6/6.6
42. Instruction is provided on human relations.	16/17.6	46/50.5	16/17.6	4/4.4	6/6.6	3/3.3
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	19/20.9	42/46.2	16/17.6	3/3.3	2/2.2	9/9.9

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	18/19.8	46/50.5	12/13.2	3/3.3	3/3.3	9/9.9
45. Ethical practices and standards are goals of the program.	19/20.9	55/60.4	8/8.8	2/2.2	2/2.2	5/5.5
46. A program of instruction is tailored to the needs and abilities of the individual students.	17/18.7	51/56.0	14/15.4	3/3.3	3/3.3	3/3.3
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	22/24.2	30/33.0	21/23.1	5/5.5	3/3.3	10/11.0
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	11/12.1	16/17.6	37/40.7	9/9.9	4/4.4	14/15.4
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	16/17.6	44/48.4	12/13.2	10/11.0	3/3.3	6/6.6

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	31/34.1	46/50.5	9/9.9	-	3/3.3	2/2.2
51. A high percentage of graduates are placed in the occupation for which they are trained.	27/29.7	28/30.8	30/33.0	3/3.3	1/1.1	2/2.2
52. An organized school placement service is available to all vocational graduates.	6/6.6	33/36.3	15/16.5	10/11.0	10/11.0	17/18.7
53. Vocational teachers actively seek the employment needs of the community.	12/13.2	53/58.2	9/9.9	4/4.4	5/5.5	8/8.8
54. Students use sources other than the teacher and/or school to find entry-level jobs.	20/22.0	53/58.2	11/12.1	2/2.2	2/2.2	3/3.3
55. Your program has a favorable reputation in the community and among employers.	45/49.5	28/30/8	9/9.9	5/5.5	2/2.2	2/2.2
56. The "average" citizen knows about your program and what it has to offer.	26/28.6	26/38.6	19/20.9	16/17.6	2/2.2	2/2.2
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	12/13.2	43/47.3	17/18.7	7/7.7	4/4.4	8/8.8

TABLE 46 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	17/18.7	26/28.6	22/24.2	13/14.3	9/9.9	4/4.4
59. Career occupation information has been developed at the pre-vocational grade level.	5/5.5	45/49.5	13/14.3	5/5.5	2/2.2	21/23.1
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	22/24.2	50/54.9	10/11.0	3/3.3	2/2.2	4/4.4

TABLE 47

FREQUENCIES AND PERCENTAGES FOR TOTAL TRADE AND INDUSTRIAL RESPONSES TO SELF EVALUATION CHECKLIST

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
1. The program objectives and requirements are known and supported by the faculty and other students.	16/22.9	39/55.7	9/12.9	2/2.9	-	4/5.7
2. Vocational-technical students have an opportunity to participate in extra-curricular activities.	29/41.4	25/35.7	11/15.7	3/4.3	1/1.4	1/1.4
3. Projects in your program are related to other subject area classes.	12/17.1	32/45.7	9/12.5	2/2.9	5/7.1	10/14.3
4. Teachers and guidance counselors refer interested and qualified students to vocational-technical programs regardless of grade point averages.	20/28.6	26/37.1	11/15.7	3/4.3	4/5.7	6/8.6
5. Interaction among administrators, guidance counselors, vocational teachers, and other teachers creates a good learning environment.	18/25.7	28/40.0	11/15.7	8/11.4	3/4.3	2/2.9
6. Resources (time/space/money) are sufficient for an effective vocational-technical program to be conducted.	26/37.1	20/28.6	17/24.3	4/5.7	2/2.9	1/1.4

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
7. Vocational counseling services help students see their interests and aptitudes (as well as physical limitations) in light of occupational choices available.	21/30.0	31/44.3	6/8.6	7/10.0	1/1.4	4/5.7
8. Vocational teachers, guidance counselors, and administrators systematically examine the testing program for vocational students and make revisions where appropriate.	11/15.7	21/30.0	16/22.9	5/7.1	5/7.1	12/17.1
9. Teachers and students review and understand test results as occupational plans are discussed.	18/25.7	24/34.3	13/18.6	4/5.7	5/7.1	6/8.6
10. Home visits are made to every interested vocational-technical student prior to enrollment.	1/1.4	7/10.0	6/8.6	10/14.3	25/35.7	21/30.0
11. Discussing program objectives enables the prospective vocational student and his parents to determine whether the objectives are in line with the student's ability and occupational objectives.	15/21.4	13/18.6	11/15.7	11/15.7	5/7.1	15/21.4
12. Parent-student-teacher, parent-teacher, and/or student-teacher conferences are summarized and filed (treated confidentially) for future use.	10/14.3	16/22.9	9/12.9	9/12.9	11/15.7	15/21.4

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
13. Student occupational objectives as defined in his program are periodically evaluated to determine if adjustments are needed.	10/14.3	21/30.0	21/30.0	8/11.4	5/7.1	5/7.1
14. Changes in a student's program (after enrolled) can be made when consistent with his performance and after a conference with the teacher.	24/34.3	18/25.7	11/15.7	5/7.1	3/4.3	9/12.9
15. Administrators and guidance counselors assist the student in making program changes when he indicates such a desire.	21/30.0	24/34.3	16/22.9	4/5.7	2/2.9	3/4.3
16. Tools, supplies, machines, and equipment are of sufficient number to conduct a quality program.	30/43.9	23/32.9	9/12.9	3/4.3	4/5.7	1/1.4
17. Instructional materials used in addition to the textbooks are well selected, current, and easily accessible.	24/34.3	22/31.4	17/24,3	5/7.1	1/1.4	1/1.4
18. Each student is provided adequate working space and storage facilities.	34/48.6	17/24.3	11/15.7	4/5.7	4/5.7	-
19. The vocational teacher interprets the program to the school and the community and assists in creating good community relations.	23/32.9	22/31.4	13/18.6	4/5.7	2/2.9	6/8.6

TABLE 47 (continued).

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakne[illegible]s(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
20. The teacher's skill and content preparation for courses he teaches are of the type and quality supported by the "representative" Advisory Committee.	19/27.1	24/34.3	10/14.3	3/4.3	1/1.4	13/18.6
21. The teacher belongs to and participates in local civic or other similar organizations.	19/27.0	21/30.0	10/14.3	2/2.9	3/4.3	15/21.4
22. Occupational experience programs (cooperative, directed, or simulated) are provided for each student in relation to his occupational objectives.	10/14.3	30/43.9	11/15.7	9/12.9	3/4.3	7/10.0
23. Written training plans are developed for each student's occupational experience program in relation to his occupational objectives.	10/14.3	21/30.0	14/20.0	6/8.6	5/7.1	14/20.0
24. Records are kept and summarized on the teacher's regular visits to training stations or on evaluations of simulated occupational experiences.	16/22.9	18/25.7	8/11.4	3/4.3	3/4.3	22/31.4
25. An active Advisory Committee representing fields in which vocational-technical students are receiving training has been organized.	7/10.0	16/22.9	10/14.3	6/8.6	6/8.6	25/35.7

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
26. The Advisory Committee provides the teacher(s), administrators, and the School Board information on current trends and developments in the community as they relate to vocational-technical programs.	9/12.9	14/20.0	11/15.7	9/12.9	5/7.1	22/31.4
27. The "representative" Advisory Committee assists in providing current occupational information, helping place students and graduates, establishing standards and evaluating the program.	10/14.3	14/20.0	8/11.4	10/14.3	3/4.3	25/35.7
28. An annual follow-up survey of the previous year's graduates is made for the purpose of determining status regarding employment.	10/14.3	17/24.3	17/24.3	10/14.3	5/7.1	11/15.7
29. Data collected from follow-up studies furnish evidence of how well vocational-technical educational objectives have been met and provide a basis for maintaining and improving the quality of vocational-technical services.	8/11.4	22/31.4	10/14.3	11/15.7	7/10.0	12/17.1
30. Students are encouraged to reply to follow-up requests when contacted after graduation.	16/22.9	21/30.0	15/21.4	7/10.0	2/2.9	9/12.9

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
31. A local occupational survey is completed annually to determine employment opportunities available.	11/15.7	17/24.3	14/20.0	9/12.9	5/7.1	14/20.0
32. Curriculum content is current and in line with the latest equipment and practices in the field of employment.	16/22.9	23/32.9	11/15.7	3/4.3	3/4.3	14/20.0
33. The skills, knowledge, and attitudes required for employment in specific jobs are found in classwork, lab, experience program, and youth activities.	21/30.0	23/32.9	15/21.4	3/4.3	1/1.4	7/10.0
34. There is an on-going evaluation program of objectives, content, methods, outcomes, and student performance.	13/18.6	21/30.0	18/25.7	5/7.1	4/5.7	9/12.9
35. Students, parents, teachers, business community leaders, and administrators are involved in the annual program evaluation.	8/11.4	11/18.6	16/22.8	8/11.4	3/4.3	22/31.4
36. Findings from program evaluation ("feedback") bring about changes in the curriculum.	9/12.9	14/20.0	16/22.9	6/8.6	7/10.0	18/25.7
37. Vocational youth organization activities are an integral part of the instructional program and the occupational experience program.	18/25.7	30/42.9	11/15.7	4/5.7	1/1.4	6/8.6

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
38. Membership and participation in related vocational youth organizations are available to all students enrolled in the program.	43/61.4	16/22.9	4/5.7	3/4.3	4/5.7	-
39. The activities of vocational youth organizations are planned, implemented, and evaluated by students.	20/28.6	19/27.1	16/22.9	6/8.6	1/1.4	8/11.4
40. Each student is evaluated regularly on his work attitudes, relationship with the employer, work habits, and occupational development.	21/30.0	18/25.7	14/20.0	5/7.1	3/4.3	9/12.9
41. Students exhibit genuine pride in quality workmanship.	31/44.3	25/35.7	6/8.6	4/5.7	1/1.4	3/4.3
42. Instruction is provided on human relations.	22/31.4	25/35.7	9/12.9	6/8.6	4/5.7	4/5.7
43. Evaluation is made in terms of the individual's progress toward his own performance objectives -- not on the basis of comparing his performance with that of other students.	23/32.9	24/34.3	11/15.7	2/2.9	3/4.3	7/10.0

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
44. The vocational student's self-image and total school achievement are favorably affected by the vocational educational experiences.	23/32.9	22/31.4	10/14.3	7/10.0	3/4.3	5/7.1
45. Ethical practices and standards are goals of the program.	28/40.0	16/22.9	16/22.9	2/2.9	2/2.9	6/8.6
46. A program of instruction is tailored to the needs and abilities of the individual students.	21/30.0	23/32.9	15/21.4	4/5.7	5/7.1	2/2.9
47. At least 90 percent of students who do not transfer or withdraw for health reasons satisfactorily complete their defined programs.	21/30.0	21/30.0	11/15.7	9/12.9	2/2.9	6/8.6
48. Factors such as absenteeism, tardiness, behavioral problems, and cost of supplies prevent sutdents from completing their defined programs.	24/34.3	12/17.1	13/18.6	8/11.4	5/7.1	8/11.4
49. An up-to-date file on job opportunities is maintained and made available to students in your department.	10/14.3	10/14.3	21/30.0	7/10.0	8/11.4	14/20.0

TABLE 47 (continued)

Quality Vocational-Technical Program Elements	Excellent; Very Well Done	Satisfactory; Adequate	Some Improvements Needed; No Crucial Weakness(es)	Major Improvements Needed	No Effort Made	No Opportunity to Observe; Not Applicable
	No./%	No./%	No./%	No./%	No./%	No./%
50. The teacher actively assists graduates in securing employment in the occupational area for which they are trained.	22/31.4	22/31.4	8/11.4	6/8.6	6/8.6	6/8.6
51. A high percentage of graduates are placed in the occupation for which they are trained.	17/24.3	21/30.0	12/17.1	11/15.7	3/4.3	6/8.6
52. An organized school placement service is available to all vocational graduates.	6/8.6	8/11.4	16/22.9	13/18.6	4/5.7	23/32.9
53. Vocational teachers actively seek the employment needs of the community.	17/24.3	18/25.7	17/24.3	7/10.0	2/2.9	9/12.9
54. Students use sources other than the teacher and/or school to find entry-level jobs.	13/18.6	32/45.7	12/17.1	3/4.3	2/2.9	8/11.4
55. Your program has a favorable reputation in the community and among employers.	33/47.1	18/25.7	8/11.4	5/7.1	-	6/8.6
56. The "average" citizen knows about your program and what it has to offer.	23/32.9	17/24.3	14/20.0	11/15.7	3/4.3	2/2.9
57. Employers support the program by recommending it to other students and other employers, donating equipment, furnishing consultants, sharing information and materials, etc.	14/20.0	19/27.1	9/12.9	15/21.4	4/5.7	9/12.9

TABLE 47 (continued)

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	No./%	No./%	No./%	No./%	No./%	No./%
58. Vigorous efforts are made to insure that all students are informed of vocational-technical educational opportunities and program requirements.	15/21.4	24/34.3	16/22.9	7/10.0	5/7.1	3/4.3
59. Career occupation information has been developed at the pre-vocational grade level.	8/11.4	19/27.1	18/25.7	7/10.0	4/5.7	3/4.3
60. Resource persons from all occupational areas are invited to assist in acquainting students with career opportunities.	16/22.9	15/21.4	14/20.0	8/11.4	5/7.1	12/17.1